

PROJECT MOTIVATION

A Mental Health Programme For Primary School Children

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PREFACE

Project Motivation - A Mental Health Programme for Primary School Children grew its roots in the Child-to-Child Project of the Municipal Corporation of Delhi (MCD), conducted from 1986-90 in collaboration with NCERT wherein the primary school children of classes IV and V of MCD were helped to learn simple rules of healthy living and put them into practice not only in their own day to day living but also in the lives of the younger children by using a Child-to-Child approach. Based on the experiences of this project, it was decided to extend the scope of this approach to include the mental health components also.

Project Motivation was initiated in 1991 in some of the MCD, Public and Government schools of Delhi. It was conducted in two phases. In the first phase (1991-92), 4 MCD and 4 public schools were involved and the following year (1992-93), it was extended to 4 more MCD and 4 Government schools. The basic aim of this project was to help young primary school children develop an interest in learning which would motivate them to remain in school and do well by getting older children to interact with them on a 'Child-to-Child' basis. It was also expected that middle school children of Public and Government schools who were to interact with young primary school children would also benefit from this experience and develop sensitivity towards the needs of the young children, gain self confidence and improve their self-concept.

While conducting this study, the following Junior Project Fellows got associated with it who made their individual contribution during the period they stayed with the Project:

- | | |
|--------------------------|-------------------|
| (1) Ms. Lalita Pattnaik | 27.8.91 - 15.7.92 |
| (2) Ms. Anupama Bhatia | 21.7.92 - 31.3.93 |
| (3) Ms. Ritu Dangwal | 30.8.93 - 31.1.94 |
| (4) Ms. Prasmata Mohanty | 2.12.93 - 31.3.94 |

I wish to take this opportunity to extend my thanks to Ms. Anjum Sibia, Lecturer, Department of Educational Psychology, Counselling and Guidance (DEPC&G) for taking an interest in the Project. My thanks are also due to MCD and Directorate of Education, Delhi Administration for giving us all support. Last but not least I would like to thank the children and the teachers of Project Schools who showed that Child-to-Child is a feasible and meaningful approach in the present context of large over-crowded primary schools.

I hope that teachers, curriculum planners, administrators and all those associated with the field of education would find this study useful and would make a sincere effort to incorporate this approach in the existing educational system and implement it in the day to day teaching-learning in the schools. What is important to note is that this study has shown that children are competent educators and their services can be fruitfully used in helping other children learn.


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CONTENTS

Preface	I
I. INTRODUCTION	1
II RATIONALE	3
III OBJECTIVES	5
IV METHODOLOGY	7
V INTERVENTION PROCEDURE	15
VI ANALYSIS OF DATA	21
VII OBSERVATIONS	23
VIII EVALUATION	27
IX <u>TABLES AND FIGURES</u>	
TABLE	
I Mean, Standard Deviation, Correlation and t - value of Pre and Post-testing in Mathematics	49
II Mean, Standard Deviation, Correlation and t - value of Pre and Post-testing in Hindi	50
III Mean, Standard Deviation, Correlation and t - value of Pre and Post-testing in Environmental Studies	51
IV Competencies and percentage of success and gain in Pre and Post-testing in Mathematics	52
V Competencies, and percentage of success and gain in the Pre and Post-testing in Hindi	57
VI Competencies and percentage of success and gain in Pre and Post-testing in EVS	60
FIGURE	
I Competencies and Percentage of success in Mathematics (Bar diagram) - Phase-I	53-54
II Competencies and Percentage of success in Mathematics (Bar diagram) - Phase-II	55-56

III	Competencies and percentage of Success in Hindi (Bar diagram) - Phase-I	58
IV	Competencies and percentage of success in Hindi (Bar diagram) - Phase-II	59
V	Competencies and percentage of success in E.V.S. (Bar diagram) - Phase I	61
VI	Competencies and percentage of success in E.V.S. (Bar diagram) - Phase-II	62

Appendices

I	Teacher's checklist
II	Teacher's Perception of Child's Attitude Towards schooling - A Rating Scale
III	Self Appraisal Inventory
IV	Entry Level Tests - Mathematics - Hindi - E.V.S.
V	Evaluation Schedule For Parents (Older Children)
VI	Evaluation Schedule For Parents (Younger Children)
VII	Evaluation Schedule For Tutors (Older Children)
VIII	Evaluation Schedule For Tutees (Younger Children)
IX	Evaluation Schedule For Class Teachers (Older Children)
X	Evaluation Schedule For Class Teachers (Younger Children)
XI	Evaluation Schedule For School Co-ordinators
XII	Evaluation Schedule For Principals (Older Children)
XIII	Evaluation Schedule For Head Mistresses (Younger Children)

I. INTRODUCTION

The National Policy on Education (1986) emphasized on the vital need to provide compulsory education to all the children upto the age of 14 years. Though the enrolment figures have gone up considerably over the last few years, retention figures are still very low and need to be improved. Despite various initiatives taken up by the Government of India, the fact remains that more than 30% of the children dropout by class III.

Researches have shown that children who drop-out mostly belong to the disadvantaged section of the society, the first generation learners, who help in supplementing the family income or assist in household tasks and above all act as little mothers/fathers of their younger siblings. These children neither get an experience of the joys of childhood nor their homes are in a position to give them any support in learning. On the other hand, what they actually experience is disinterestedness in schooling from parents, not too keen teachers and poor facilities in schools and constant threats of failure. In addition, the traditional formal method of 'chalk and talk' teaching without any excitement or explicit application for their daily life creates disinterestedness or demotivation to learning which in turn drives the children to give up school within the first three years of schooling.

(a) Child-to-Child approach :

In 1977 David Morley and his colleagues at the University of London conceived the idea of Child-to-Child approach and put it into practice. This approach simply refers to the interaction of an older child with a

younger child with a view to foster the child's development. It is a means to address the health needs in a community by providing the older child with appropriate health messages so that he/she is equipped to pass it on to the younger siblings.

In Delhi, this approach was introduced in 1986 in some of the schools of the Municipal Corporation of Delhi (MCD). This involved working with children of class IV and V to help them learn simple rules of healthy living and encourage them to convey the health messages to younger siblings and families. The results of this project were very encouraging and it was decided to expand the scope of this project by incorporating into it a mental health component.

(b) Project Motivation :

Keeping this in view, 'Project Motivation' was launched involving child-to-child approach, in order to help young primary school children develop an interest in learning and acquire the required competencies. In the present context, this approach may also be called the cross-age tutoring as older children are given an opportunity and assistance to help young primary school children. Osguthrope (1984)¹, suggested that cross-age tutoring is one of the effective methods of tutoring in the academic context. The Child-to-Child is also based on the fact that the best way to learn anything well is to teach it to someone else. Thus, it is expected that both the older and younger children will benefit from this method. Children need constant experience of success, support and encouragement in order to sustain their motivation to remain in school and do well.

1. Baine, David - Handicapped Children in Developing Countries - Assessment, Curriculum and Instructions, 1988, University of Alberta, Printing Services, Canada, Pg 101.

II. RATIONALE

In MCD school set-ups, a teacher has to handle a class of 50-60 children which leaves little scope for her to pay individual attention to children, especially those who require it. These children in the absence of the required support, start lagging behind in the class which in turn drive them to drop-out of school. In such a situation, Child-to-Child approach was conceived as an alternative to help such children improve their academic performance and develop an interest in learning.

Project Motivation specifically involved children of Public and Govt. Schools studying in Class VIIth, VIIIth or IXth to interact with low achieving class II children of M.C. Primary Schools on one-to-one basis. Here, the class II children had been chosen particularly with the reason that class II has limited competencies which could be easily handled by class VIIth, VIIIth of I .h children without any difficulty but as the children move on to higher classes, complexity as well as number of competencies to be mastered by these children increase making it beyond their ability to handle them effectively.

(a) Expected Benefits to the Older Children :

- 1) By handling responsibilities such as identifying the difficulty areas of their wards, developing teaching plans and helping the younger children to acquire the required competencies, the older children should enhance their own feeling of self-esteem.

- 2) The older children are able to make direct use of their previous knowledge, which consequently inspire them to seek more.
- 3) By teaching younger children, the older children are able to review and restructure the knowledge they possess in such a manner as to make it comprehensible to the younger children. This reinforces the older children to recapitulate their knowledge of elementary subject matter. For example, Public school children were found to have difficulty in Hindi because the medium of instruction in their schools is English. This interaction with younger children gave them an opportunity to improve their Hindi.

(b) Expected Benefits to the Younger Children:

1. In a traditional school set-up, a single teacher copes with 50-60 pupils. She is unable to give time to any single pupil on one-to-one basis. Through this approach younger children get an opportunity to receive individualised attention. Each child receives instructions and feedback which subsequently contributes to more effective learning.
2. Younger children are likely to respond better to the older children than to their teachers. Feldman and Allen's (1976)² study showed that children are more sensitive than adult teachers to non-verbal cues. Thus, it is likely that the older child's

2. Good lad, S. & Hirst, B. - Peer Tutoring - A Guide to Learning by Teaching, 1989, Nichols Publishing, New York; Pg 63, 139.

- -

cognitive structuring of the lesson is probably more akin to that of the younger one as compared to an adult teacher.

In addition to the gain in the cognitive domain, the child experiences enrichment in the affective domain too. The older children provide an effective role model. They are able to give the much needed support and develop the required motivation to learn in the younger child.

Thus, keeping in view the purpose and rationale of the study, certain broad objectives were delineated. They are as follows:

. OBJECTIVES

To help low achieving primary school children (class II)-

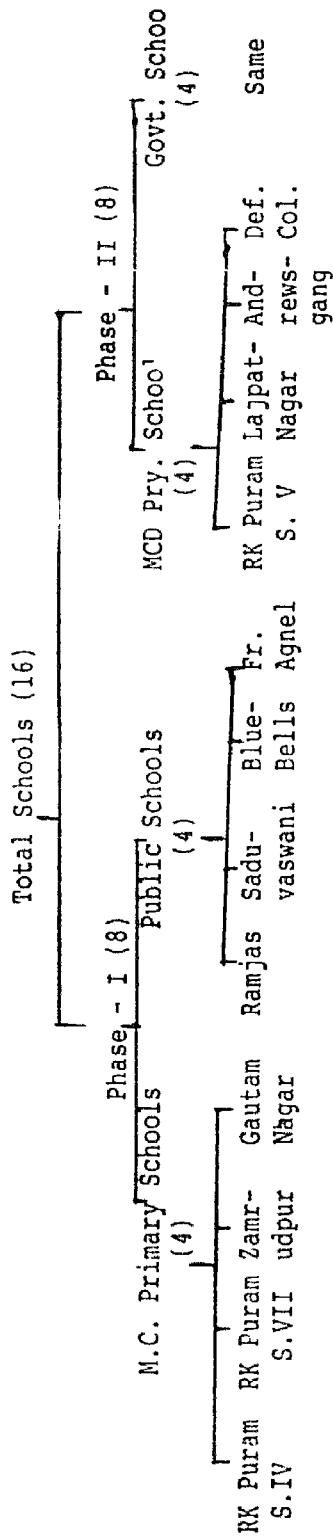
- a. attain minimum levels of learning expected at their level
- b. improve their study habits
- c. learn adequate social skills

To help middle school children -

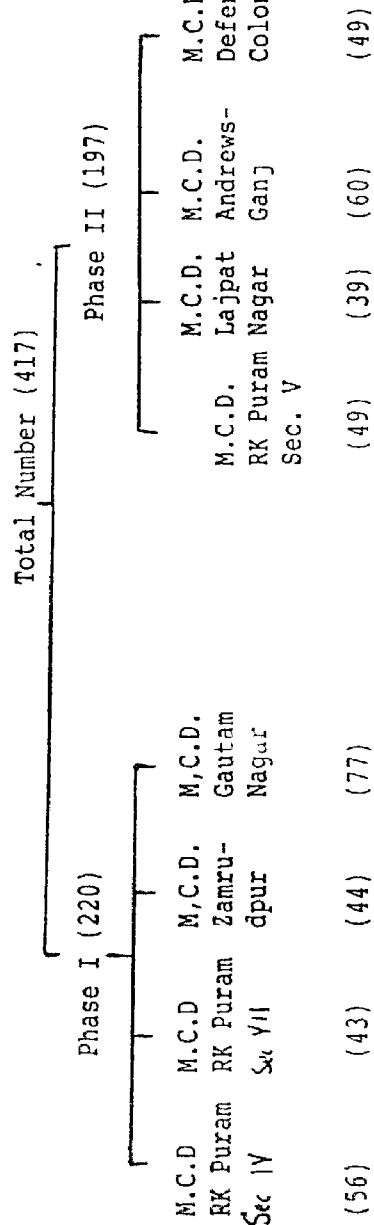
- a. develop concern for and care of younger children
- b. gain confidence to work as educators
- c. improve their self-concept.

a) Sat.

Purposive sampling technique was used. The chosen schools were as follows:



Younger Children



IV. METHODOLOGY

This study was conducted in two phases. In phase I, (1991-92) 4 M.C.D. and 4 Public Schools of South Delhi were involved. In phase II (1992-93), another set of schools, namely 4 Government Schools of Delhi, Administration and their neighbouring M.C.D. Primary Schools were selected.

The criteria for selecting these pairs of schools were based on the proximity between the schools and the interest of the participating schools. The responsibility of taking the older children to the M.C. Primary schools was placed on the teachers of the Public and Government schools.

Selection Criteria:

Different criteria were adopted for selecting younger and older children from the respective schools.

1) The Younger Children:

The younger children of M.C.D. Schools were selected on the basis of their low academic performance in class II and teacher's assessment.

Marks obtained by Class II children in the subjects such as Mathematics, Hindi and Environmental studies were collected from each school. The total scores were grouped into classes and later on ogives were plotted for individual school to find out the extreme groups. From each ogive 9 stanines were deduced which were categorised into 3 groups. However, the children falling in the first four stanine served as the sample for intervention.

Older Children

Total Number (338)

Public Schools (168)		Govt. Schools (170)	
Ramjas School	(37)	R.K.Puram Sec. V	(57)
Sadhu Vaswani School	(35)	Lajpat Nagar-I	(37)
Blue Bells School	(43)	Andrews Ganj	(65)
Fr. Agnel School	(53)	Defence Colony	(11)

Profile of Younger Children

These children belonged to the lower income group. Most of them lived in nearby Jhuggi (hutments) clusters. The size of the family was large, ranging from 5 to 10 members. Parents had little or no education. Jobs held by them were that of drivers, private services, mechanics, labourers, tailors, maid servants etc. Only a very small percentage had stable government jobs.

Teacher's Assessment:

The selection of students was also substantiated by the teacher's list of students who needed help. Thus, a sample size of 220 & 197 children in phase I & Phase II respectively were taken for intervention.

II Older Children:

The older children were selected on the basis of academic performance, teachers checklist, and their willingness to participate. While all the children of Public Schools were from class VII, older children of Govt. Schools were selected from VII, VIII or IX standard according to the convenience of the schools.

Profile of Older Children

While older children of Govt. Schools belonged more or less to the same socio-economic strata as that of younger children of M.C. Primary schools, the children of Public schools were from an advantaged section of the

society. They had opportunities for proper schooling, enriched home environment and enjoyed the support and co-operation of their parents. Mostly they belonged to the middle or high income group families.

Academic Performance:

Children securing 55% and above were included in the sample.

Teachers Assessment:

Teachers were asked to select the children on certain personality characteristics, so as to handle the young children effectively.

Willingness to participate:

The selected group was asked whether they wanted to participate and those not interested were dropped out.

The number of students selected were dependent upon the number of young children requiring intervention.

The final sample for phase I & Phase II was 168 and 170 children respectively.

b. TOOLS USED:

The following tools were used:-

1. Teacher's Checklist
2. Teacher's Perception of Child's Attitude towards Schooling - A Rating Scale.
3. Self Appraisal Inventory.

4. Entry Level Tests of Maths, Hindi and EVS.
5. Evaluation Schedules for older & younger children, parents, class teachers, co-ordinators & principals.

Self Appraisal Inventory, study material 'It is Fun to Teach', 'Study Habits' and 'I think I can' and evaluation schedules were translated into Hindi as the medium of instruction in Govt. schools was Hindi.

Description and Administration of Tools

1. Teacher's Checklist (for older children)

Based on research findings, a bipolar scale having 10 items was developed to select the older children. Proper care was taken not to incorporate ambiguous items. (appendix I)

Administration: Class teachers of selected children were asked to rate each student on the personality characteristics as given in the scale.

These ratings were analysed quantitatively by assigning the score of 1 or 0. Children scoring below 6 out of 10 were eliminated.

2. Teacher's perception of child's attitude towards schooling (Younger Children)

A rating scale for younger children was developed to assess the child's attitude towards schooling. Initially, the scale consisted of 30 items which was

reviewed by five psychologists and the majority of items they agreed to were retained. The final version consisted of 21 items. (appendix -I)

Administration : Class teachers of selected grade II children were asked to assess each individual child's attitude towards schooling. Each item was given a score of 2,1 or 0. The maximum possible score was 42. The higher the score the more positive the attitude.

3. Self Appraisal Inventory: Self Appraisal Inventory developed by Robert D Myrick and Tom Erney³ was used to assess the self concept of older children. It consisted of a 5 point scale, containing 23 statements about the self (Appendix III)

Administration: Selected older children were given this inventory. They were told that the given statements are about self and since self-concept can influence much of one's behaviour, it is important to know more about it. They were asked to read each statement carefully and put a circle on the score which best describe themselves. They were instructed to avoid circling "Not Sure" on the scale frequently, and to be candid with oneself. Each statement was given a score of 4,3,2,1 or 0 respectively. The maximum score was 92. Higher the score better the self-concept.

4. Entry Level Tests:

Three tests for three different subjects such as Hindi, Mathematics, Environmental Studies were developed to assess the entry level competencies of class II children (appendix IV). These tests were based on the competencies specified in the report of minimum levels of

3. Myrick, D.R. & Erney, T. - Caring and Sharing - Becoming a Peer facilitator, 1984, Educational Media Corporation, Minneapolis, Pg 151.

learning developed by the Ministry of Human Resource Development. Textbooks of class I were referred to while preparing the test items. Mathematics, Hindi and EVS tests consisted of 18, 8 and 11 questions respectively. At the end of each test a separate sheet for scoring was provided.

Administration:

Once the test items were developed, it was administered on 30 randomly selected children from class II of M.C. Primary School, MMTC Colony, to find out the effectiveness of the tests. Based on the feed-back some modifications were made in the structure of the test, i.e. number of items measuring the same competencies were reduced and in some items examples were added. A test - retest reliability check was also done within an interval of 15 days. The reliability co-efficient for the three subjects, Maths, Language and EVS were 0.99, 0.96 and 0.96 respectively.

The test was administered on the class II children by the older children. Before the actual administration, an orientation session was held with the older children to discuss about the test through questions and answers. They were also given some instructions such as "This is a test and they are not supposed to give any answer or clue to the younger children". In addition, those children were given the mathematics test to try out on class II children who were not involved in the sample. The purpose behind this was to get them acquainted with the test and also give them practice with regard to testing. After this practice session the older children

administered the three tests, i.e. Maths, Hindi and EVS individually in different sessions on the selected class II children. The maximum possible score was 84, 59 and 25 for Mathematics, Hindi and EVS respectively.

Scoring

The scoring scheme was as follows:-

(a) Mathematics Test

- (i) Question no. 1,2 and 4-18: 0 or 1 mark was given to incorrect and correct responses respectively.
- (ii) Question no. 3 : 0, 1 or 2 marks were to be given for incorrect, partially ocrrect and correct responses respectively.

(b) Hindi Test

- (i) Question no. 1-4 and 6-8: 0 or 1 mark was to be given for incorrect and correct responses respectively.
- (ii) Question no. 5(a) : 0 or 1 mark was to be given to each incorrect and correct word respectively.
- (iii) Question no. 5 b&c : 0, $\frac{1}{2}$, 1, $1\frac{1}{2}$ or 2 marks were to be given depending upon the number of mistakes committed by the child.

(c) Environemental Studies

- (i) Question no. 1-8 and 10:0 or 1 mark was to be given for incorrect and correct responses respectively.
- (ii) Question no. 9 & 11 : 0,1 or 2 marks were to be given for incorrect, partially correct and correct responses respectively.

V. INTERVENTION PROCEDURE

(a) Orientation to the Older Children

Older children need to be oriented regarding the techniques of reaching out to their younger counterparts. Research does not show unequivocally that any one particular method of training is superior to others (Feldman et. al). But it is unanimously accepted that some form of preparation for the tutor is needed.

Keeping in view this need, orientation to older children was done in the respective schools separately.

These sessions focussed on the following aspects:-

- (1) starting a tutoring session by establishing a friendly atmosphere.
- (2) gaining familiarity with the content.
- (3) Learning the techniques to teach young children and convey the feedback to the tutees.
- (4) Developing the necessary teaching aids and maintaining the records.

Following instructions were given to the older children, enabling them to deal effectively with the younger ones.

- (1) Get started with tutees quickly and quietly by greeting them by their first names and telling them your names.
- (2) Ask the tutee about his/her interests, leisure time activities, etc. Encourage him/her to narrate any personal event such as festivals, celebration, family members, daily routine etc.

- (3) After establishing personal contact and rapport, introduce the task in a relaxed, pleasant manner. Give the tutee adequate practice in picking up the competency.
- (4) Orient the younger children to the task everyday by precisely stating what they are to do and link the new units with the previous unit as well as with the outside world.
- (5) Always try to proceed by asking questions rather than making statements. Do not tell the answers, rather lead them to answers by putting supplementary questions i.e. breaking major points down to simpler ones. Try to evaluate the tutee's responses.
- (6) Praise the tutee whenever he/she gives correct answers.
- (7) Do not punish the tutee even if she/he gives wrong response. Try to formulate the questions till the tutee gives the right response. Praise in public and correct persistent faults in private.
- (8) If the child is indisciplined, ask him/her what the matter is. Do not shout, and in case of serious indiscipline, call the teacher.
- (9) Do not expect too much from the child. Every child has a particular pace of learning. Never evaluate your effectiveness by comparing with the other friends whose tutees may pick up quickly.
- (10) There is no point in teaching a new unit unless the previous unit is mastered.
- (11) Try to use teaching aids, so that the children enjoy the teaching.
- (12) Record the progress of the tutee by maintaining a record book.

Later on some printed material on study skills such as 'Teaching is Fun', 'Study Habits' and 'I Think I Can' were given to the older children to read. They were also asked to prepare aids such as 'flash cards' for Hindi alphabets, collection of ice-cream spoons, erasers, pencils, crayons for counting etc.

At the end of the orientation session, the students were given an opportunity to clarify their doubts by asking questions. Thus over a period of 15 days, the older children were ready and eager to start the actual work. Selected older students were, then, taken to the adjacent M.C. Primary Schools.

(b) Establishment of dyad:

One of the principal tasks in this approach was the pairing of the older child with the younger one. Many constraints were observed in the process and one had to accept the less than perfect arrangements.

In the present context, the pairing at the initial stage was done randomly. But later on, after frequent contacts, when some of the older children dropped from the project, the interested children were asked to handle two children at the same time. It was seen that these energetic, motivated and interested children were able to carry out the activities upto the expected level.

At the onset, the older children were given some assistance to establish a healthy rapport through play, games etc. The older children greeted the younger ones with Diwali Cards made by them as Diwali, the festival of light was nearing.

(c) Pre-testing:

The pre-testing was carried out by the older children on the selected class II children to assess their level of learning in the three different subject areas - such as Mathematics, Hindi and Environmental Studies. Both Hindi and EVS took one session each for administration whereas for completing mathematics test the students took two sessions.

Once the pretesting was over the performance on the test was analysed and problem areas for intervention were identified for each younger child. On this basis, assessment sheets were prepared and given to the respective older children to carry out the intervention programme.

In mathematics mostly children had problems in place value, ascending and descending order, writing numbers when dictated randomly, names of the days, naming four basic shapes and classification of solids according to shapes.

In Hindi, the common problems faced were in the area of reading and writing letters, words and sentences, reciting simple rhymes, poems and songs, similarities between words and using polite speech.

In Environmental Studies, children were not aware of seasonal variations, need for personal cleanliness, occupation of parents etc.

A separate session was arranged for the older children to make them aware of the various ways of dealing with the problem areas effectively. They were given few tips and techniques to help younger children cope effectively with their difficulties.

(d) Intervention:

Duration of the intervention programme in the phase-I was three months (Jan 92 - March 92) where as in phase II it was for 5 months (October 92-February 93) in each of the respective schools. On an average there were about 20 interventions of 30 minutes each and 25 interventions of 1 hour each in the respective phases. The exact number of interventions varied from school to school due to the difficulties and problems faced by these schools, at certain points of time such as holidays, guest lectures, examinations, competitions etc.

In each session the older children were given specific instructions individually to help the younger children in mastering the difficulty areas.

(e) Post-Testing:

Post-testing was performed on a group of 50 and 65 children in respective phases selected randomly from those who had undergone the interventions. From each school of first phase 11 students were selected, whereas in phase II every third child from the list of total children who had undergone interventions were selected for the post-testing. Thus 15,16, 17 & 19 children were selected from the four schools respectively. Same tests

were used for pre-testing and post-testing. The purpose behind carrying this activity was simply to find out the effectiveness of interventions, through comparing the pre and post test performance. The obtained responses were analysed quantitatively and qualitatively.

VI: ANALYSIS OF DATA

Achievement of Children

The record sheets of individual tests were quantified in both pre and post-testing. The scores obtained by the children on three entry level tests i.e., Mathematics, Hindi and Environmental studies were analysed separately.

Raw scores of the children were added and mean scores and standard deviations were calculated for each individual test. The effect of intervention on the academic performance of the low-achievers was measured by comparing children's scores in pre- and post-testing sessions.

The results of correlated t-test in Maths, Hindi & EVS suggest that the intervention has made significant impact on the achievement of the low-achieving children. (Table I, II & III)

The performance of children in the three tests was further analysed in terms of percentage of success achieved in each competency. Percentages of success in problem areas of Mathematics, Hindi and E.V.S. in pre and post-testing in each phase were tabulated and bar-graphs were plotted for each subject.

Mathematics

As can be observed from table IV and the bargraph, the maximum gain has been made by children in competency 3.1.5 (naming days of the week in sequence) in both the phases followed by competency 5.1.1. in which percentage of gain were 48 and 48.46 in the respective phases.

The children have not shown much improvement in competency 1.1.9. i.e. writing numbers (1-100) when dictated at random. While the percentage of gain in phase I was only 10.61%, in phase II it was 22.31%. In this particular competency children were able to write numbers in sequence but found it very difficult to write numbers when dictated at random as they were not able to associate number with its name.

Hindi:

The table V and the bar graph indicate that the children have made improvement in some of the language competencies. The maximum gain is in competency 6.1.1. which was 40.31% in phase II where as maximum gain in phase I was in competency 2.1.2. i.e 22%. Analysing percentage of gain achieved in competencies 3.1.1., 4.1.2. and 4.1.3. from the point of view of effort and time required in teaching and learning of these competencies, it could be said that a gain of 8.4% and 8.14% in phase I and 11.39% and 21.54% in respective competencies in phase II was quite heartening. It is also note worthy that the intervention has led to the mastery of competency 8.1.1. by almost all children.

E.V.S.:

As could be seen from table VI and the bar graph presenting percentage of gain in EVS, the low-achieving children have made maximum gains in competencies 1.1.5 and 3.1.3 as a result of intervention programme in phase II, while in phase I, maximum improvement was observed in competency 1.1.2 which was 22% followed by a gain of 20%

in competency 1.1.3. A nominal gain of 4% was made by the children in competency 3.1.3. i.e. knowledge about occupation of friend's parents.

Teachers Rating of Child's Attitude Towards Schooling (Younger Children)

Analysis of Teacher's Rating of Child's Attitude Towards Schooling revealed that in 74% of children in phase I and 72.31% of the children in phase II, an improvement was seen in their attitude towards schooling. But 20% and 21.54% of the children in each phase showed a fall in their scores following the intervention programme. Only 6% of the children in phase I and 6.15% in Phase II made no gain or loss in their scores on the rating scale i.e. their scores on the scale in the beginning and at the end of the programme were same.

Self Appraisal Inventory

Self Appraisal Inventory which was administered on the older children to assess their self concept indicated that 60.61% and 75.38% of the older children in phase I & II respectively, had developed a more positive self concept after participating in the programme. In phase I 6.06% and in phase II 3.08% of children did not make any gain in their scores on Self Appraisal Inventory while score of 33.33% in phase I and 21.54% of children in phase II declined when it was administered on them again at the end of the programme.

PHASE : I OBSERVATIONS

Some of the salient observations are:-

1. Having been helped by older children the younger children started to adopt a helping relationship towards other class mates or peers; for example,

when some of the younger children were not able to learn the days in a week sequentially, others who had mastered it volunteered themselves to help their friends.

2. The older children developed confidence. At the beginning of the programme, it was observed that inspite of their willingness to participate, there was some amount of resistance, inhibition on the part of the older children. But, with increasing number of interactions these inhibitions were overcome and children went about their task with more confidence.
3. The younger children developed a positive self-concept as they got support and encouragement from their 'Didis' and 'Bhaiyas'. They became more open and confident towards the end of the intervention.

However, it was observed that the number of interventions were too less to yield any markedly significant impact.

PHASE - II : OBSERVATIONS

This phase of the project where children of the Govt. schools interacted with children of MCD schools showed more positive results as compared to phase I, in which the older children from public schools interacted with the younger ones from the M.C. Primary school. Some factors that contributed towards better learning of the younger ones in phase II were as follows:-

- (1) The number of interactions and duration of each interaction were more in the second phase.
- (2) The heads and co-ordinators of both the Govt. and M.C. Primary Schools had a positive outlook towards Child-to-Child approach, as a result of which this project was easily accepted by the participating schools.
- (3) Better co-ordination and support from M.C. Primary Schools in terms of providing a separate room for assembling children before the arrival of the older ones helped in saving time.
- (4) Familiarity of the older group with the school environment, younger ones and the teachers of M.C.Primary Schools, as many of them had studied in the same schools and belonged to the same neighbourhood from which their younger counterparts were coming, helped in creating a better rapport between the two groups. The younger children were also observed visiting the older children at their homes for academic assistance during holidays.
- (5) Frequent review meetings with Delhi Administration and MCD officials, heads and co-ordinators of participating schools cleared doubts, solved problems related to the project and established support which in turn helped in the smooth functioning of the project.
- (6) Each Middle School gave the responsibility of the project to selected teachers. These teachers took full responsibility for helping the project to run smoothly in their respective schools.

Even though the initial plan was to deal with class-I competencies first and thereafter to help the children master the class II competencies, it was found that the number of intervention were not adequate enough to cover up both class I & class II competencies. Therefore, the present study has delimited itself to helping children master class I competencies of different subject areas.

In nutshell, it could be said that the findings of both the phases and differences between them, to a great extent, were affected by the number of interventions and duration of each intervention, co-ordination between the two interacting schools and above all the motivation of participating children.

VII THIRD-PHASE: - OVER-ALL-EVALUATION-OF-THE-PROJECT

In order to study the overall impact of the programme in comprehensive manner, views of children, parents, teachers, co-ordinators and principals were obtained through using various evaluation schedules.

This evaluation was started in the beginning of July 1993 and completed by the middle of January 1994.

I TOOLS-USED:

The tools used for evaluation of the project were as follows:

- (1) Evaluation Schedule for parents of older children (appendix V).
- (2) Evaluation Schedule for parents of younger children (appendix VI.)
- (3) Evaluation Schedule for older children (appendix VII).
- (4) Evaluation Schedule for younger children (appendix VIII).
- (5) Evaluation Schedule for Class Teachers of older children (appendix IX).
- (6) Evaluation Schedule for Class Teachers of younger children (appendix X).

Table VII
Sample Break -up

Public and Government Schools

	Ramjas School R.K. Puram IV	Blue Bells School	Sadhu Vaswani	G. Girls Sr. Sec. Defence Colony	G.Girls S.S.S. Lajpat Nagar	G.Girls S.S.S. R.K. Puram Sec.V	Gr.Girls S.S.S. S.S.S. Andrews Ganj	Total
No. of Children	25	15	15	15	16	15	15	116
No. of Parents	25	15	15	15	16	15	15	116
Co-ordinators	1	1	1	1	1	1	1	7
Class Teachers	2	2	-	1	2	1	3	11
Principals	1	1	1	1	1	1	1	7

M.C.D. PRIMARY SCHOOLS

[illegible]

- (7) Evaluation Schedule for co-ordinators (appendix XI).
- (8) Evaluation Schedule for Principals of Older Children (appendix XII)
- (9) Evaluation Schedule for Principals of younger children (appendix XIII) :

II. Samples

From the 15 schools, 15 children from each school for whom the intervention programme was conducted were selected at random. In Ramjas 25 children & Lajpat Nagar 16 children were selected and in MCD school, Gautam Nagar 24 children were included. Similarly, their parents were also included. The principals of all the 15 schools, 1,2 or 3 class teachers (depending upon the number of sections in each school) and lastly 1 co-ordinator each were also included in the study.

III Procedure

From each school, 15 children were contacted personally. In the case of the older children, the forms were given to them and they filled it immediately, whereas in the case of younger children, interviews were held. It took 2 to 3 sessions to cover each school.

As it was difficult to contact the parents personally due to paucity of time, these children were given the forms by the class teachers and they were asked to get them filled by their parents. A gap of one week was given to collect the forms back.

The Co-ordinators, Principals & Class teachers were also contacted personally and given the forms which were collected back after a few days.

IV Analysis

Separate tables were made for the various groups. Content analysis was done.

A) EVALUATION-OF-THE-PROJECT-BY-THE-MCGS-PRIMARY-SCHOOL-CHILDREN

The first question was whether the younger children liked to be taught by the older ones, it was observed that 97% of them preferred being taught by their Didis and Bhaiyas and only 3% of them did not like being taught by the older children.

Table-VIII: The popular responses of younger children why they preferred being taught by Didi/Bhaiya

Responses	Percentage
1) Didi/Bhaiya taught well	45%
2) They loved to be taught by them	31%
3) Bhaiya/didi never scolded/hit them	31%
4 Bhaiya/didi loved them	27%

On further probing, as to the reasons why they preferred being taught by the older children, as indicated in table

VIII, the maximum response (45%) was that the didi/bhaiya taught very well; 31% of them said that they would love being taught by them again; 31% stated that their didi/bhaiya never scolded or hit them, 27% of them remarked that their didi/bhaiya loved them.

In addition to these popular responses as indicated in Table VIII, the other reasons were because didi/bhaiya played games (17%), showed pictures, narrated interesting stories and gave demonstration with cards (16%); sang songs and danced (10%); they could understand everything that was taught to them (9%); questions could be asked unhesitatingly (8%), were not scared of the tutors as they spoke very politely; told useful things regarding their future; praised them profusely and lastly they could pass in their examinations (5%). One child made a profound statement when she marked:- 'Didi gave me a new life'.

However, it was also seen that a very small section of the children felt uncomfortable and did not like being taught by the older children. According to them, they felt shy in front of them and some tutors scolded them at times. Only 2% of children gave a negative opinion, and the only probable reason could be due to lack of proper rapport between the tutee and tutor.

Thus, it is apparent that the younger children felt that they had benefitted from being taught by their Didis and Bhaiyas. It helped them in all aspects of development, cognitive, conative and affective.

B) EVALUATION-OF-THE-PROJECT-BY-THE-OLDER-CHILDREN:

I What-They-Liked:

When the older children were asked what they liked best about teaching the younger children, 24% of them remarked

that they could understand the children better and hence relate to them; 23% said that children listened very attentively to them; 21% felt that the younger children had become sincere in their studies; 16% remarked that they felt good in educating somebody; 11% liked being a teacher to the younger child:

Although the maximum emphasis was for the above mentioned responses, few children remarked that they understood the difficulties encountered in teaching (3.1%); had a sense of satisfaction (10%); developed tolerance and understanding (30%); 5% gained confidence and 4% became proud of their abilities.

Table-IX: Showing the most popular responses of older children regarding what they liked in the project:

Responses	Percentage
1. Can relate to the younger children	24%
2. Children listened attentively	23%
3. Younger children had become sincere in their studies	21%
4. Felt good educating somebody	16%
5. Liked being a teacher	11%

II WHAT-THEY-DISLIKED

Table X. Showing the most popular responses of older children regarding what they disliked:

Responses	Percentage
1. Poor and inadequate teaching facilities	23%
2. Less time	14%
3. Interfered with the studies	11%
4. Learner did not make an effort to understand	10%

The next question put forward to them was what they had not liked about the project, to which the maximum responses as shown in Table X, were poor and inadequate teaching facilities (23%); time duration was less (14%); Project interfered with the studies 11%; learners just could not understand what was being taught to them 10%. Apart from these popular responses, other responses are as follows:- disliked the idea of going to another school (6.1%); strain on the older children (4.1%); younger children did not possess books, pencils etc. (5%); they (younger children) came late for class (3.5%); they did not work independently (3%); confusion between what the teacher had taught and what the older children were teaching (1%) and lastly a few remarked that the younger children were untidy and not clean in their appearances.

III How-to-Make-the-Project-More-Enjoyable:

Table-XI: Showing popular responses of older children; on how to make the project enjoyable.

Responses	Percentage
1. Introduce games & sports	52.17%
2. Organise programmes like dramas, songs to make studies more interesting	39.13%
3. Experiential learning	12.17%
4. To take them for educational trips	7.83%

When asked how could the project be made more enjoyable, maximum responses as shown in table XI included introducing games and sports (52.17%); organisation of programmes that make studies more interesting like dramatization; songs, etc. (39.13%); providing experiential learning (12.17%); to take them for educational trips (7.83%).

In addition to these responses, other responses that were given were increasing the time duration (3.47%); providing proper environmental facilities (3.48%); explaining the benefits of literacy (2.61%); better orientation of the older children (2.61%), parental involvement (10%) and to teach more frequently (10%).

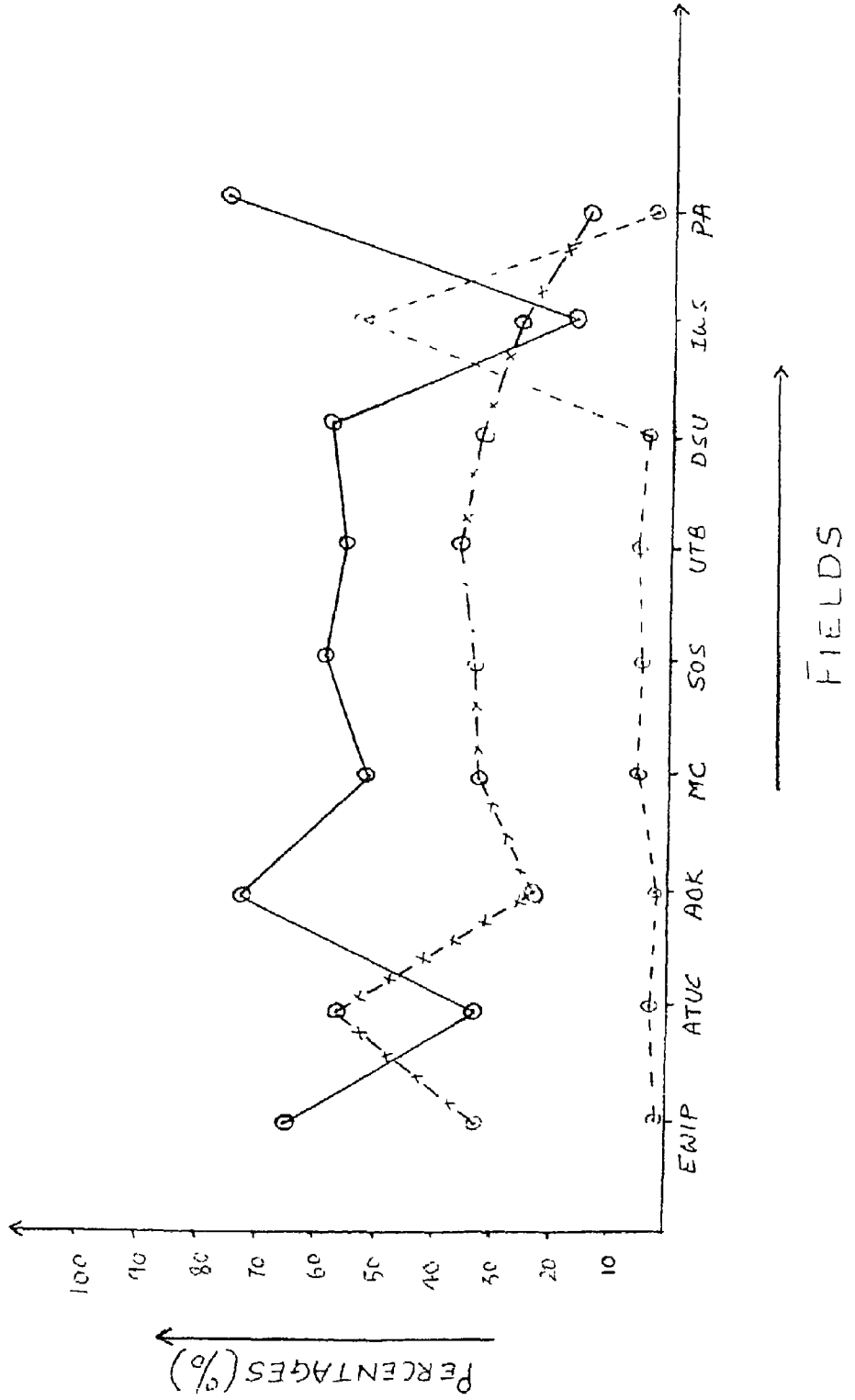
FEELINGS ABOUT THE PROJECT

Table VII - Showing what the older children felt about the project

Items	Very much	%	Mostly	%	Not at all	%
1. Enjoyed working in the project (EWIP)	74	64%	37	32%	2	2%
2. Able to understand children (ATUC)	37	32%	65	56%	4	3%
3. Application of knowledge (AOK)	83	72%	26	23%	2	2%
4. More Confident (MC)	59	51%	43	37%	6	5%
5. Sense of Satisfaction (SSS)	67	58%	38	33%	5	4%
6. Understand teacher better (UTB)	63	55%	41	36%	6	5%
7. Did something useful (DSU)	67	58%	37	32%	5	4%
8. Interfered with studies (IWS)	18	16%	30	26%	61	53%
9. Parental appreciation (PA)	87	76%	16	14%	5	4%

FEELINGS ABOUT THE PROJECT

- VERY MUCH
- x- MOSTLY
- .- NOT AT ALL



Discussion with Parents

In order to study the eagerness and level of involvement in the older children they were asked whether they had discussed the Project with their parents. 95.65% of the children had discussed, whereas 4.35% did not involve the parents at all.

Lastly, the older children were asked to indicate their feelings towards the project. It was observed that for the response 'very much', maximum percentage (76%) of students reported that their parents appreciated their work, 72% of students felt that the project helped them in applying their knowledge; 64% enjoyed working in the project, 58% felt that they were making useful contribution by teaching younger children and they derived a sense of satisfaction, lastly 51% felt that they had become more confident in due course of time.

On viewing Table XII for the response 'mostly', it is seen that the popular perception was in terms of being able to understand the children better (56%); followed by 37% becoming more confident; understanding teacher better 36%.

The maximum response 'Not at all' was observed for 'interfered with studies' (53%), thus implying that 53% of the students did not perceive the project to interfere with their studies.

If an overall analysis is made, it is apparent that the students have felt strongly about the positive aspects of the project. There has been a significant decline in the pattern of percentage from 'very much' to 'not at all' ;

(C) EVALUATION-OF-THE-PROJECT-BY-OLDER-CHILDREN'S-PARENTS

On analysing the views regarding the project it was found that 97% of the parents knew about the project, whereas 3% of them did not have any knowledge.

When the parents were asked whether the project had helped their children, it was observed that 7% parents gave positive responses, while 20% were not in favour of this project.

Table-XIII: Popular responses of the older children's parents regarding how the project had helped their children.

Responses	Percentage
1. Children had gained extra knowledge	31%
2. Teaching experience was helpful	27%
3. Children had developed confidence	18%
4. Children took studies more seriously	13%

The parents who had observed the programme to be beneficial, further explained the various ways in which they appreciated the programme. Table XIII shows the popular responses of these parents. 31% of them stated that their

children had gained extra knowledge, 27% felt that the teaching experience was helpful, 18% remarked that their children had grown confident and broadminded, 13% felt that the children took studies more seriously.

In addition to these popular responses, there were few parents who observed development in the children's power of expression (10%); 7% felt they had grown more responsible and well-behaved while the other parents (2%) felt that it had motivated the older children to teach their younger brothers/sisters and had increased their awareness level of children living in slums.

When asked whether this project had interfered with their children's studies, 82% of the parents did not feel that the programme had affected their children's studies, whereas 18% of the parents were not satisfied with this project as they felt that it interfered with their child's studies.

Lastly, it was asked whether they liked their children to continue teaching the younger children. Maximum number of parents agreed with this proposal (73%); whereas 23% did not want their children to continue with the programme.

Hence, an overall analysis of the observations reveal that 77% of the parents appreciated the programme and had a positive outlook towards it, as compared to the 20%. These parents did not feel that the programme hampered the academic growth of their children, infact quite the reverse, and also wanted their children to continue teachings.

D) EVALUATION OF THE PROJECT BY YOUNGER CHILDREN'S PARENTS

To probe into the views regarding the project, parents of younger children were asked certain questions: It was found that 85% of the parents knew about the project; whereas 15% of them had no knowledge of the programme:

The next question related to the improvement in the academic performance of these children: Maximum number of parents (73%) gave the reply affirmatively; while 27% of them felt that there was no improvement in their studies:

Table-XIV: Popular responses by the younger children's parents regarding why they favoured the project:

Responses	Percentage
1. Children were eager to study at home	17%
2. Could comprehend faster	16%
3. The older ones had taught their children well	14%
4. Children were eager to go to school	10%

Those parents who were in favour of this project stated various reasons for approving the project: As shown in Table XIV, 17% of the parents felt that their children were eager to study at home; 16% stated that they were able to comprehend faster; 14% said that their children had been taught well by the older ones; and 10% said that their children were eager to go to school:

In addition to these responses, few parents remarked that their children had become attentive and expressive (10%); 5% felt that their children had become more disciplined and 3% of parents had shown greater curiosity. Thus, it is obvious that the parents of MCC Primary Schools children have positive feelings about the project and view it as being beneficial for their children in more than one way.

When asked whether their children were more enthusiastic in attending the school, 80% of the parents agreed; whereas 20% of them gave a negative response. This itself indicates the efficacy and their positive inclination towards the project.

Lastly, when asked if they approved this project and wanted it to continue, 80% of the parents said "yes" while 20% did not.

To conclude it can be confidently stated that majority of the parents are in favour of this programme and wanted it to continue further.

E) EVALUATION-BY-CLASS-TEACHERS-OF-OLDER-CHILDREN

Out of a total score of 6, seven out of eleven teachers scored between 4 and 6, 3 scored 3 and one scored 2 (Table XV). On analysing the views of the Class teachers regarding the project, it was observed that nearly all the teachers of older children felt that the older children had improved their communication skills, were more responsible after participating in the programme, developed better relationship with the teachers, increased their level of involvement and developed a better self-concept. According to them this project did not interfere with the children's studies.

Table-XV: Evaluation scores of teachers of older children:

Govt. & Public Schools	Teachers Evaluation Score		
	Teachers I	Teachers II	Teachers III
1. Blue Bells School	2	3	-
2. Sadhu Vaswani School	-	-	-
3. Ramjas School, Sect. IV R.K. Puram	4	6	-
4. Govt. Girls Sec. School Defence Colony	5	-	-
5. Govt. Girls Sr. Sec. School, Andrews Ganj	6	3	4
6. Govt. Girls Sr. Sec. School, Lajpat Nagar	5	-	-
7. Govt. Girls Sr. Sec. School Sector V, R.K. Puram	5	3	-
<hr/>			
Total Score - 6			

F) EVALUATION-BY-CLASS-TEACHERS-OF-YOUNGER-CHILDREN

On a total score of 7, it was observed that mostly all the class teachers rated 5, 6 and 7, only two gave a score of 4.

The content analysis of the teachers' views showed that taking part in the project had helped the students. It led to a better understanding of numbers in them, helped them to be more attentive towards learning, encouraged them to keep their books and copies neatly, and to be more punctual, led to improved peer relationship and health/hygiene in them.

Thus, it becomes apparent that according to the class teachers, there has been a marked improvement in the academic, interpersonal and over all personality development of the older as well as younger children.

Table-XVI: Evaluation scores of class teachers of younger children

Municipal Corporation	Teacher s		Evaluation
	1st	2nd	
Delhi Schools			
1. M.C.D. Gautam Nagar	6	-	
2. M.C.D. Zamrood Pur	7	4	
3. M.C.D. Andrews Ganj	5	-	
4. M.C.D. Defence Colony	7	7	
5. M.C.D. R.K. Puram Sector V	6	-	
6. M.C.D. Lajpat Nagar	5	5	
7. M.C.D. R.K. Puram Sector IV	5	4	
8. M.C.D. R.K. Puram Sector VII	5	4	
<hr/>			
Total Score - 7			

G) EVALUATION BY THE PRINCIPALS OF OLDER CHILDREN:

On analysing the views of principals of older children regarding the project and its success, it was observed that all the principals felt that the project had proved beneficial for their students in many ways. According to them, it had increased the confidence of the older children, improved their academic performance and sensitized them to the problems of other children. One of the principals emphatically remarked that the project needs to be incorporated in the regular curriculum of the students thereby highlighting the relevance of the project.

On asking what steps the principals had taken to ensure the smooth functioning of the project, two principals remarked that they had ensured sufficient time for this project, others stated that they had delegated the responsibility to competent teachers. A few remarked that they obtained constant feedback from the concerned teachers. One principal said that the older students maintained a diary of their tutees, which was subjected to scrutiny by the concerned teachers. Development of teaching aids was also one method adopted to ensure effective functioning of the project.

On further probing into their ideas regarding what could be done to extend the project on a larger scale, nearly all the principals felt that more schools of Delhi Administration should be involved in this project. Incentives in the form of certificates should be given to the older children. It should become a part of the S.U.P.W. programme. One principal stated that NCERT should constantly supervise.

Thus, an overall appraisal of the opinions elicited by the principals suggest that all of them have not only appreciated but tried to incorporate this project into their working system.

(H) EVALUATION-OF-THE-PROJECT-BY-M.C.-PRIMARY
SCHOOL HEADMISTRESSES

On asking what the M.C. Primary School headmistresses felt regarding the project, nearly all of them remarked that the weaker children have improved academically and they had started taking interest in their studies. Others observed a marked improvement in the interpersonal relations, better communication skills, cleaner appearance and eagerness to attend the school.

To ensure a smooth functioning of the project, nearly all heads stated that they had allocated specific time for the younger children to be taught, ensured that the younger children attended their classes regularly and asked the teachers to provide constant feedback. One of the heads remarked that the concerned teachers' involvement was very high and that every effort was made to see that the younger children continued studying and were punctual to the class.

On asking, what steps would they take to extend the project, the responses were same as that for the older children. Allocation of specific time, involvement of more schools, constant monitoring of NCERT, distribution of certificates to younger children, increasing the duration for teaching and inclusion of games and picnics to increase the level of confidence, sharing and mutual trust, were some of the suggestions

An overall analysis, reveals that almost all the heads of M C. Primary Schools feel the need of this project and hold a positive, optimistic outlook, with the exception of one. According to her, this concept of older children teaching the younger children is not very useful, the class teachers are better in teaching than older children, the younger children miss a lot in their studies and the teachers too tend to become careless especially when the course to be covered is immense. However, she was a single exception. The rest of the heads had no doubt regarding the improvement in the cognitive, conative and affective development of children

I EVALUATION-OF-THE-PROJECT-BY-THE-CO-ORDINATORS

When the co-ordinators who were directly in touch with the programme, as they were monitoring it, were asked whether the children had benefitted from taking part, an over whelming response of 100% was observed, as they reacted positively regarding the relevance of the project

When asked how it had helped the children, various responses were elicited. The popular responses were that the older children developed teaching skills, built healthier relationships with the younger ones; developed a sense of responsibility.

In addition to these responses, other areas where improvement had been felt were: had created an awareness of the needs of the younger children; had provided a sense of satisfaction and increased self confidence in them; recapitulated their previous knowledge; sensitized them about their studies, helped them understand their teachers and increased a sense of self-discipline in them.

When the co-ordinators were asked to provide suggestions regarding improvement, they all stated that (i) workshops, seminars should be conducted for better orientation and in solving problems of the two groups of children, (ii) Record should be maintained, teaching aids should be made and lessons to be taught should be demonstrated, (iii) The duration of the intervention should be 1 hour and the frequency of visits should be at least three days a week, so that a continuous flow is maintained, (iv) Children should be motivated by assigning marks, this inturn would produce better results, (v) Cultural programmes/sports are a necessity because it widens the feeling of sharing, establishes better work relationship and the project can reach out to the parent community. (vi) Review meetings are an essential component of the project as they enable the concerned authorities to assess the impact of the programme, share problems, increase the awareness level, bring about any necessary changes and generate new innovative ideas (vii) Lastly, the co-ordinators felt that it should involve the whole community, in terms of the principals, class teachers, children and parents. There has to be an active participation from all these people. Certificates of appreciation should be given to both teachers and learners. Co-ordinators themselves should be well trained and a proper work environment for teaching should be maintained.

CONCLUSION

If an overall attempt is made to analyse the project, keeping in view the major objective for which it was started, it is evident that the purpose and goals have been to a great extent realized. Findings, quantitative as well as qualitative support the rationale of the study.

A child-to-child approach is effective and should be adopted in the school setting as it helps not only the younger children but the older children also benefit from such interactions. Academically, it leads to higher motivation and improvement in competencies. Personally, it leads to development of a sense of confidence, self-esteem, discipline and responsibility and socially it creates a healthier interpersonal relationship.

Project 'Motivation', thus has shown that child-to-child approach is effective and has great relevance in our set-up in improving the competencies of children. The concept of children as educators should be taken seriously in the context of our educational system.

SOME SUGGESTIONS

Some suggestions that come out of this action project are:-

1. Child-to-Child teaching should be integrated into the total school system. Instead of viewing it as a separate project, it should be built into the school curriculum, so that the teachers and students do not find it as an additional burden or interfering with their studies.
2. Parents of the young primary school children as well as older children should be made aware of the programme so that they get necessary support and encouragement from their parents.
3. A well planned orientation programme for older children and teachers of the participating schools needs to be organised so that each group is aware of their respective roles and responsibilities.

TABLE - I

Mean (\bar{x}), S D (σ), correlation and t value of pre and post-testing in Mathematics

	PHASE - I		PHASE - II	
	PRE-TESTING	POST-TESTING	PRE-TESTING	POST-TESTING
MEAN (\bar{x})	50	65.46	42.74	62.38
S D (σ)	13	12.68	12.41	14.06
CORRELATION (r)	0.67		0.74	
t - VALUE	9.92		16.36	
	n-50, df-49 α -.01, t_{crit} 2.68		n-65, df-64 α -.01, t_{crit} 2.68	

The results of both the phases indicate that there was a significant difference between pre and post testing in mathematics.

TABLE - II

Mean (\bar{x}), Standard Deviation (σ), Correlation, and t- Value of
Pre and Post - testing in Hindi

	PHASE - I		PHASE - II	
	PRE-TESTING	POST-TESTING	PRE-TESTING	POST-TESTING
MEAN (\bar{x})	44.34	48.1	40.05	48.06
S.D. (σ)	8.30	8.77	8.00	7.79
CORRELATION (r)	0.397		0.78	
t Value	2.84		12.32	
	n-50, df-49	α -0.01, t_{crit} 2.68	n-65,df-64	α -.01, t_{crit} 2.68

As seen in table II, the results show significant difference between pre and post-testing in Hindi in both the phases.

TABLE - III

Mean (\bar{X}), Standard Deviation (σ), correlation and t-value of Pre & Post-testing in Environmental Studies

	PHASE - I		PHASE - II	
	PRE-TESTING	POST-TESTING	PRE-TESTING	POST-TESTING
MEAN (\bar{X})	19.28	21.16	18.02	21.89
S.D. (σ)	2.34	2.15	2.95	1.99
CORRELATION	0.704		0.32	
t - VALUE	2.23		10.46	
	n-50, df-49	α -.05, t_{crit} 2.01	n-65, df-64, α -.01, t_{crit} 2.68	

t-values of phase I and phase II indicate that the difference between pre and post testing in EVS is significant.



TABLE - IV

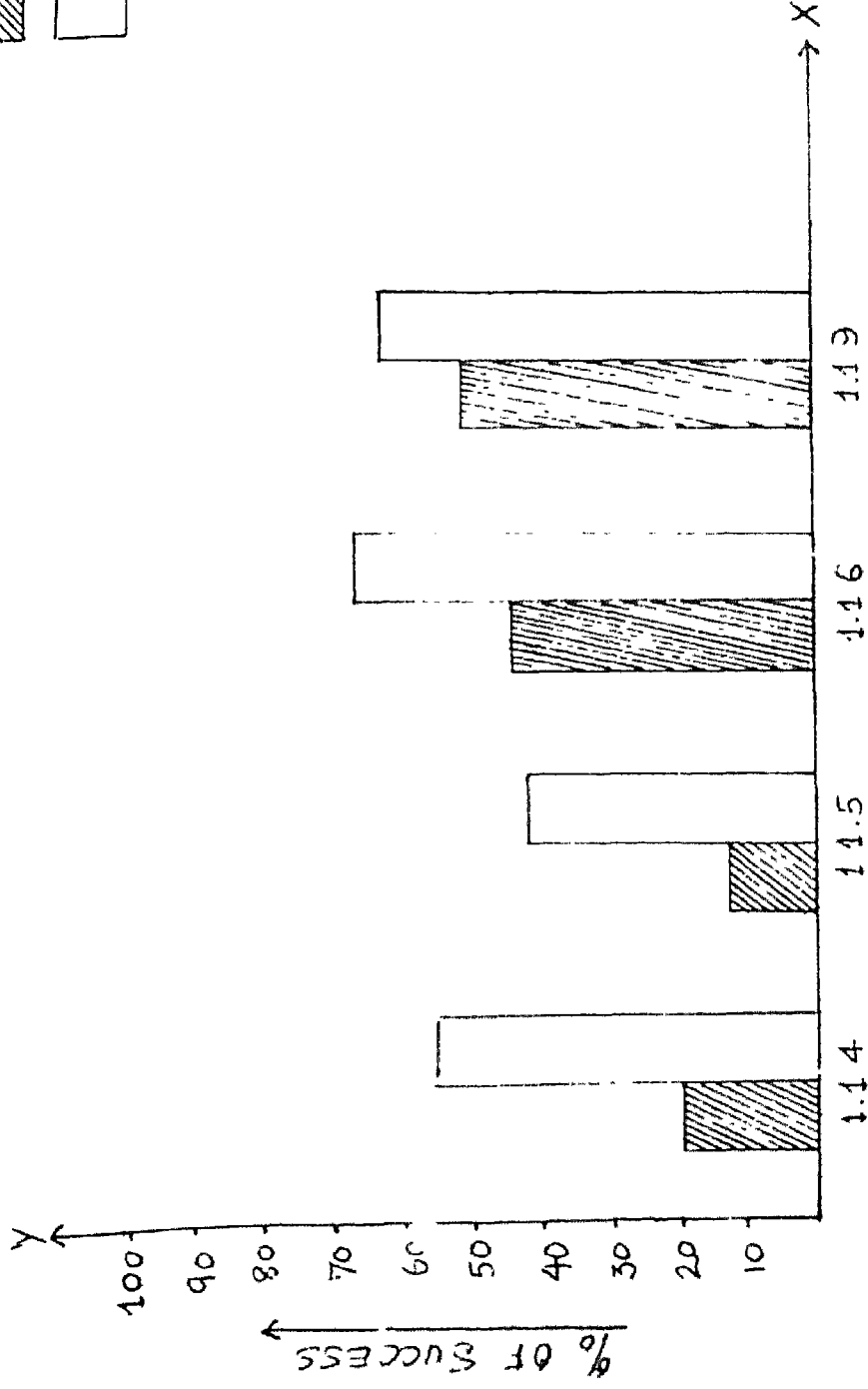
MATHEMATICS:

COMPETENCIES & % OF SUCCESS IN THE PRE & POST TESTING

COMPETENCIES	% OF SUCCESS		POST-TESTING			GAIN	
	PRE-TESTING		PHASE I	PHASE II	PHASE I	PHASE II	PHASE I
	PHASE I	PHASE II					
1.1.4 Expresses expanded forms of 2 digit number 1-100	22.67	4.61	64.0	34.87	41.33	30.26	30.26
1.1.5 States place value of digits 10-20	15.33	2.56	48.0	34.36	32.67	31.80	31.80
1.1.6 Arranges number 1-100 in ascending and descending order.	49.0	6.41	73.67	47.95	24.67	41.54	41.54
1.1.9 Writes numbers 1-100 when dictated at random.	58.33	35.38	69.0	57.69	10.61	22.31	22.31
3.1.5 Names days of the week in sequence.	30.0	23.07	82.0	76.15	52.0	53.08	53.08
5.1.1 Recognizes and names four basic shapes : circle, square, triangle, rectangle	26.5	27.69	74.5	76.15	48.0	48.46	48.46
5.1.2 Draws free-hand circle, triangle square and rectangle.	51.5	62.31	94.5	97.31	43.0	35.0	35.0
5.1.3 Recognizes and classifies solids according to shape	20.0	28.72	58.67	60.0	38.67	31.28	31.28

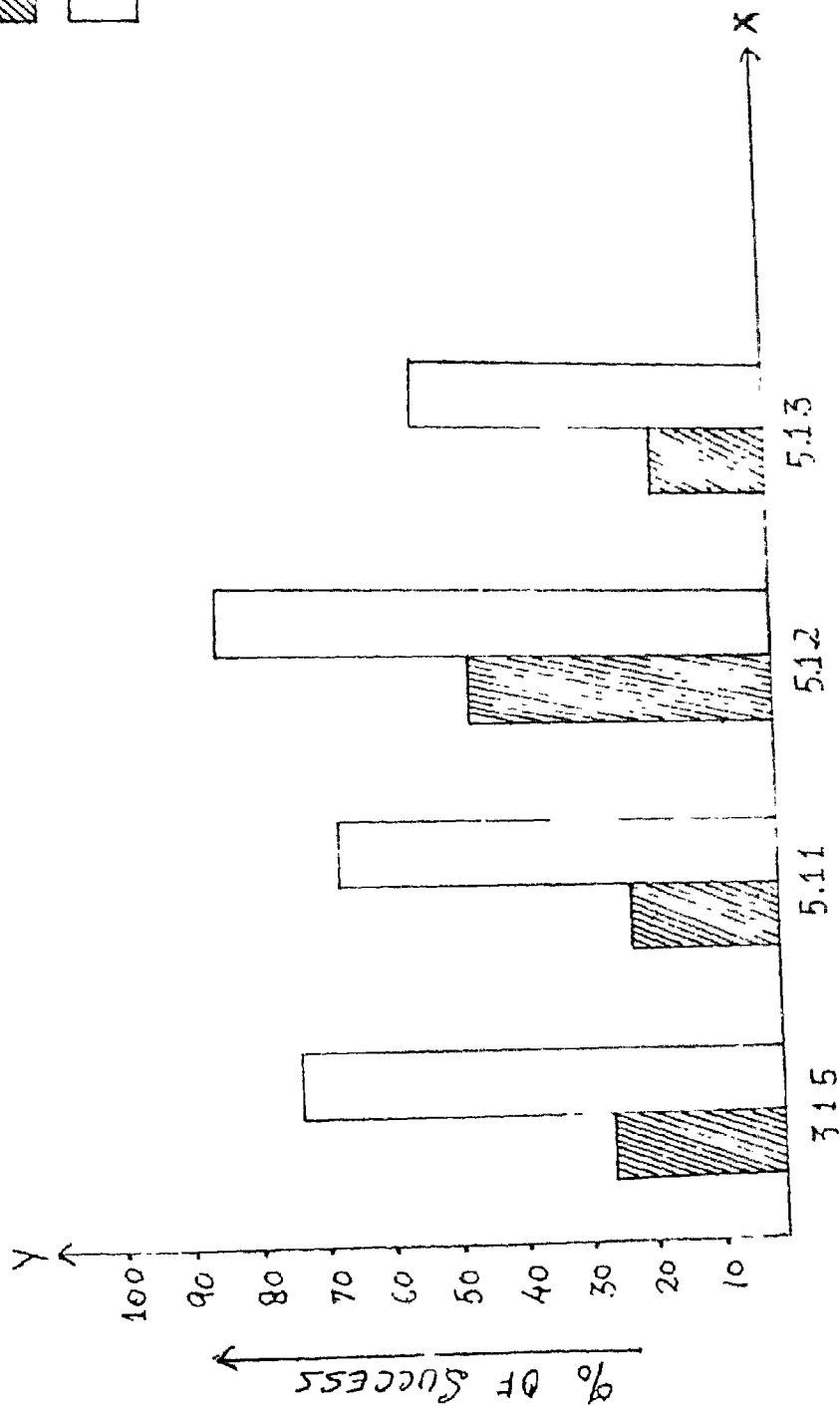
MATHEMATICS

 PRE-TEST
 POST-TEST



COMPETENCIES

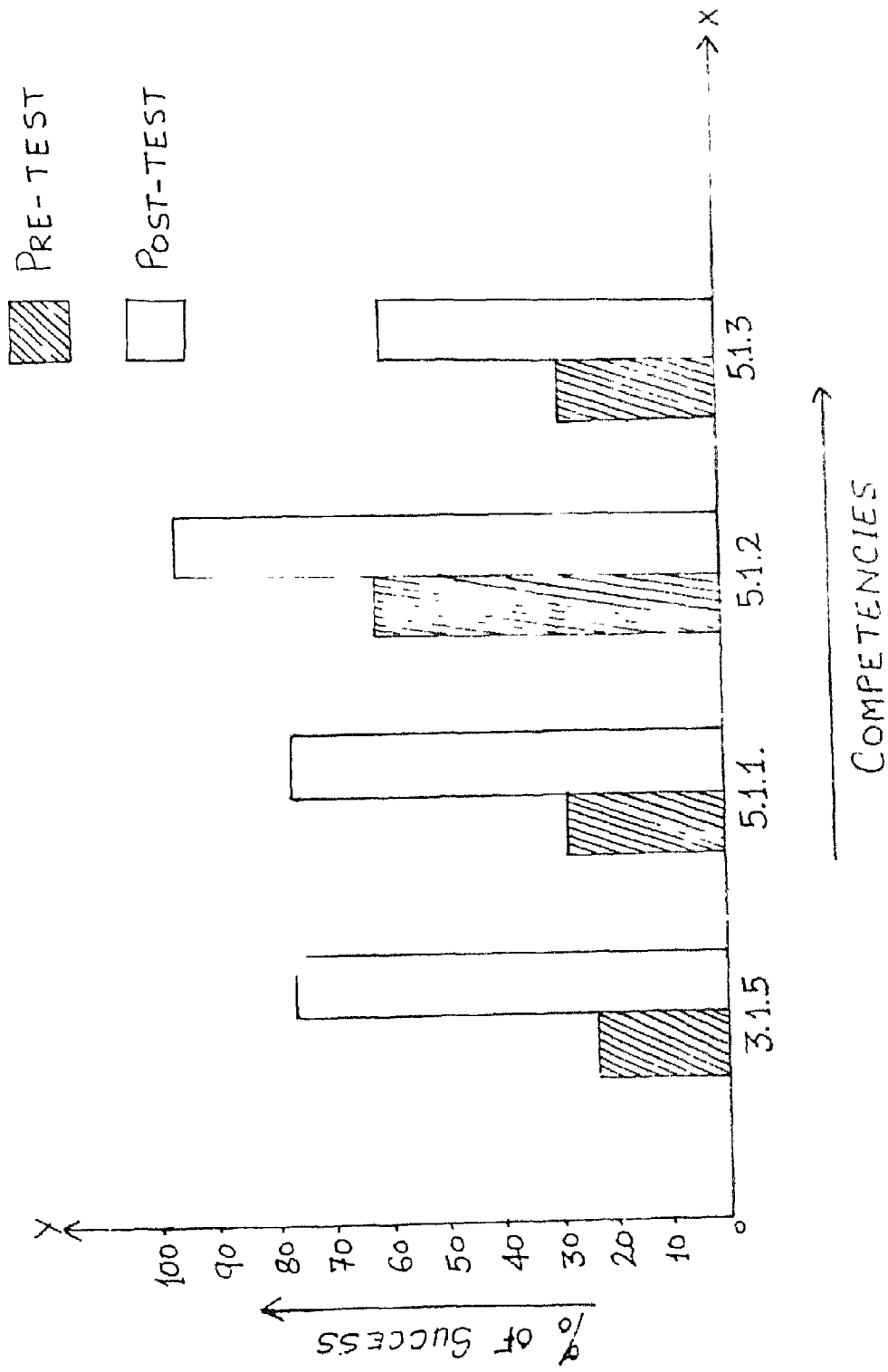
PRE-TEST
POST-TEST



COMPETENCIES

FIG: II

MATHEMATICS



MATHEMATICS

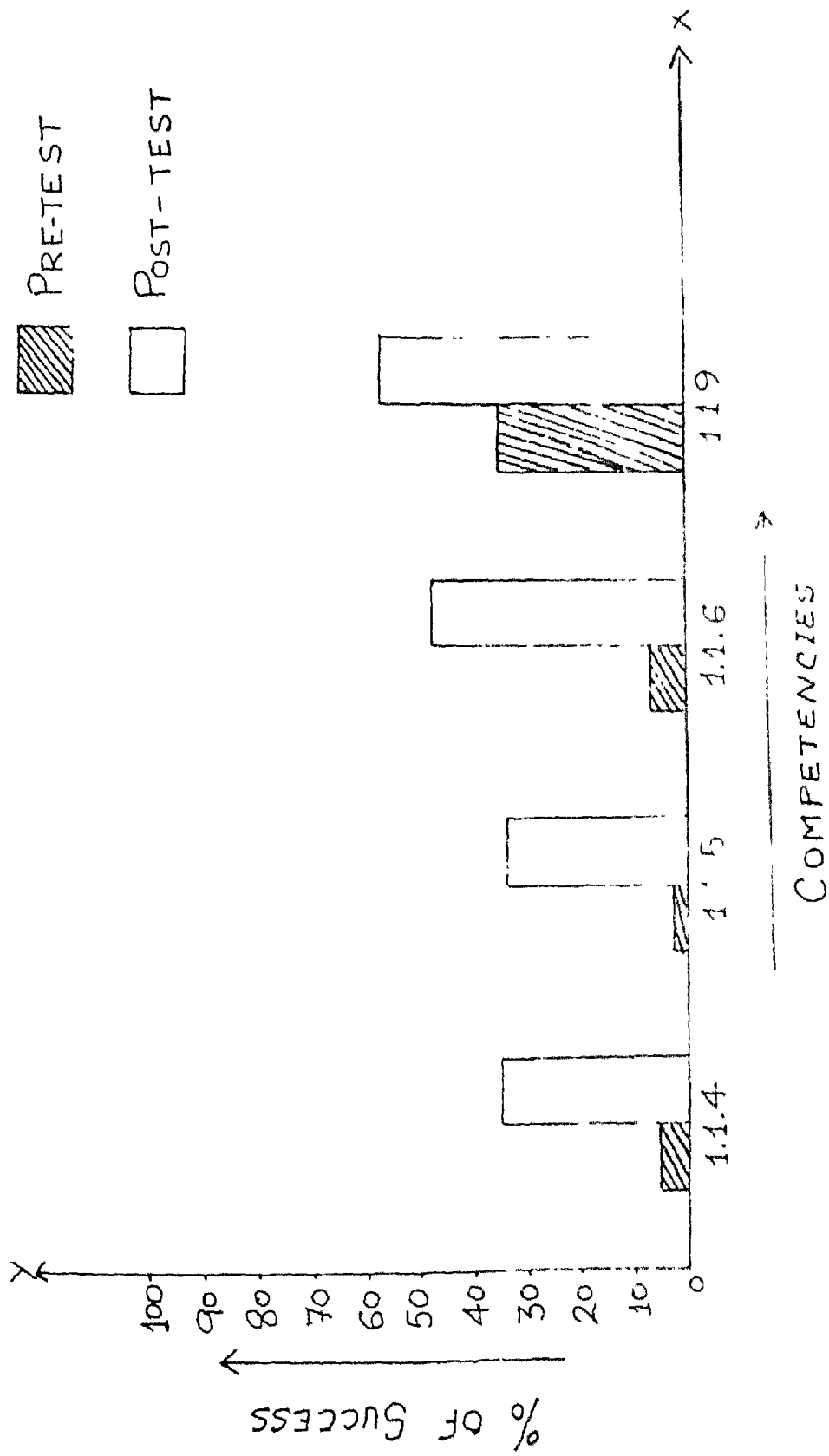


TABLE - V

HINDI

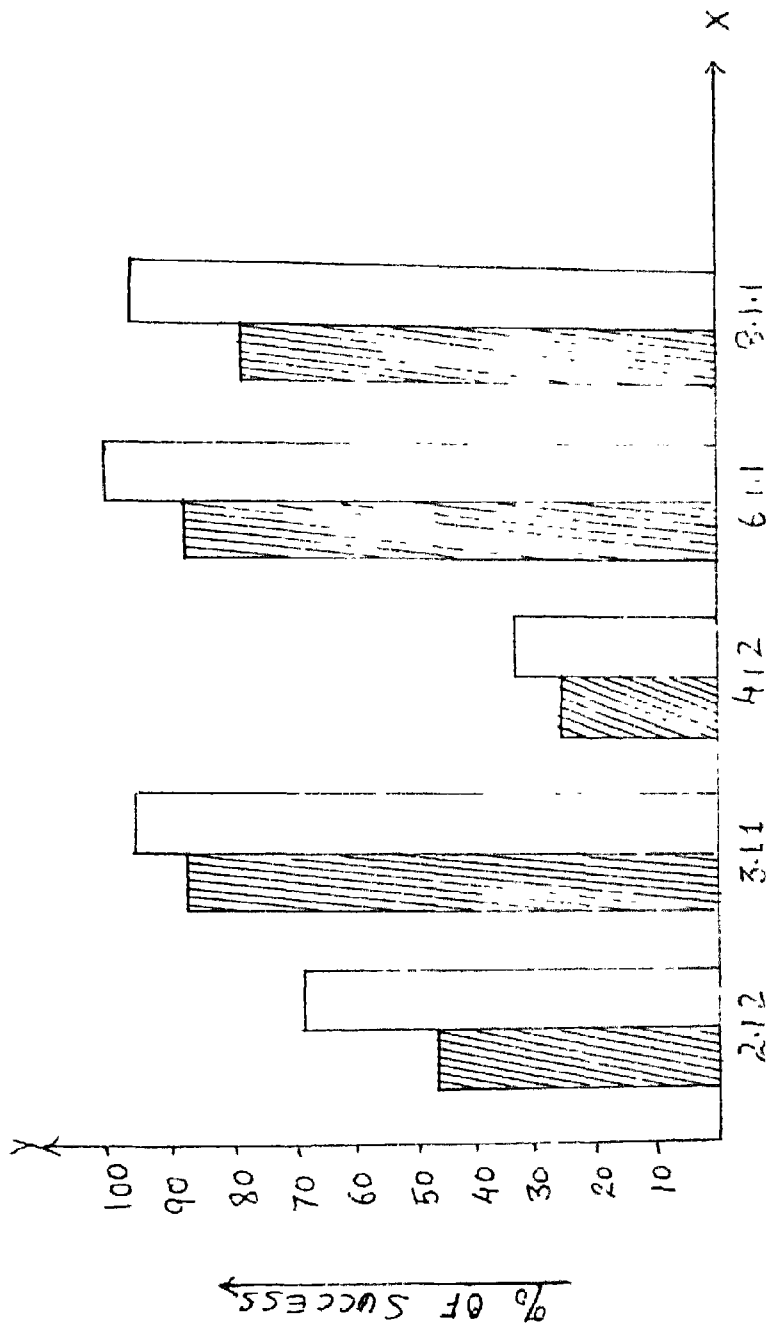
COMPETENCIES, % OF SUCCESS & GAIN IN PRE AND POST-TESTING

COMPETENCIES	% OF SUCCESS				GAIN (%)	
	PRE-TESTING PHASE I	PRE-TESTING PHASE II	POST-TESTING PHASE I	POST-TESTING PHASE II	PHASE I	PHASE II
2.1.2 Recites simple rhymes, poems and songs.	46.0	75.38	68.0	96.92	22.0	21.54
3.1.1 Recognises common letters of alphabets in combination & singly.	87.2	81.23	95.6	92.62	8.4	11.39
4.1.2 Writes letters, simple familiar words and simple sentences when dictated.	25.14	18.57	33.28	40.11	8.14	21.54
4.1.3						
6.1.1 Becomes aware of similarities between words on the basis of word ending.	88.0	55.69	100	96.0	12.0	40.31
8.1.1 Understands and uses polite speech.	78.0	52.31	96.0	93.23	18.0	16.0

FIG: III

HINDI

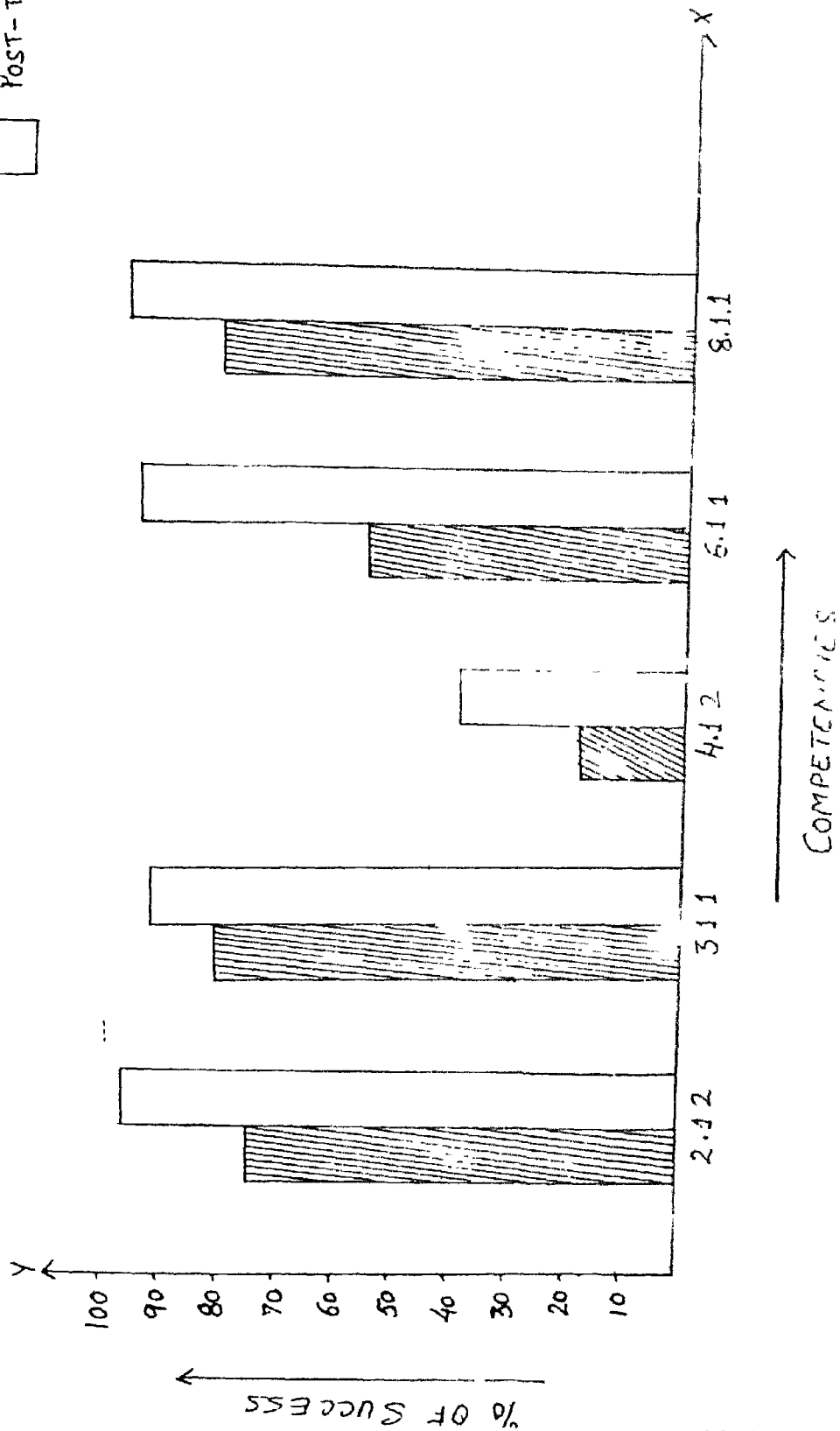
PRE-TEST
POST-TEST



COMPETENCIES

FIG: IV
HINDI

PRE-TEST
POST-TEST



E.V.S.
TABLE - VI
COMPETENCIES, % OF GAIN AND SUCCESS IN PRE AND POST-TESTING

COMPETENCIES	% OF SUCCESS				GAIN (%)	
	PRE-TESTING		POST-TESTING		PHASE I	PHASE II
	PHASE I	PHASE II	PHASE I	PHASE II		
1.1.2 Understands the importance of keeping the body parts clean.	54	47.69	76	80.0	22	32.31
1.1.3 Recognizes the need of clothes and seasonal variation in them.	69	70.77	89	90.77	20	20.0
1.1.4 Practises personal hygiene and cleanliness including toilet habits	72	93.85	88	98.46	16	16
1.1.5 Observes how animals keep their body clean.	52	24.62	64	64.62	12	40.0
3.1.3 Knowledge about occupation of friends' parents.	22	10.77	26	47.69	4	36.92

FIG: V

ENVIRONMENTAL STUDIES

PRE-TEST
POST-TEST

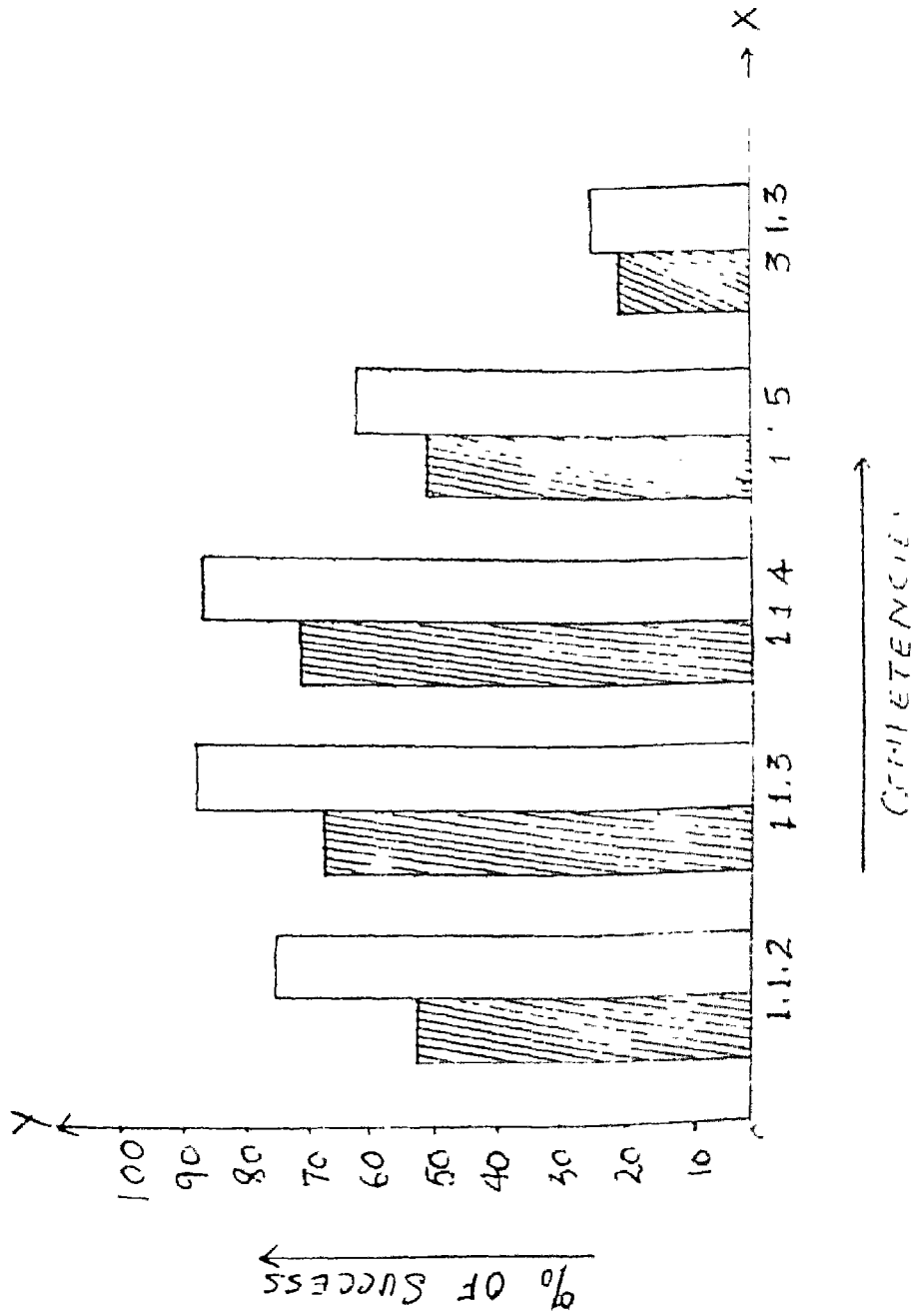
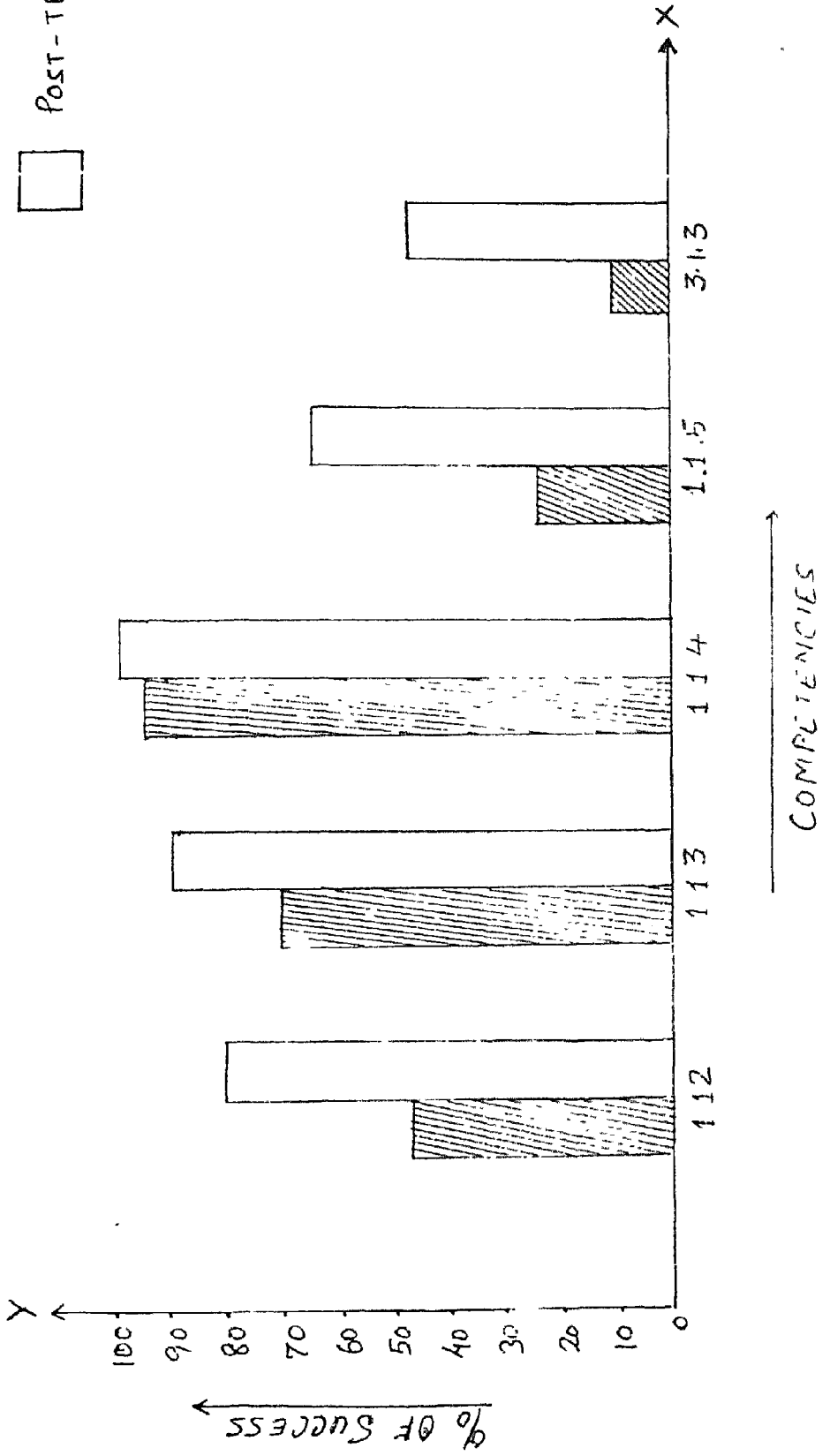


FIG: VI

ENVIRONMENTAL STUDIES

PRE-TEST
POST-TEST



Appendix - I

Teacher's Checklist for High Achievers

Name of the School -
Name of the Child -
Class -
Teacher's Name -
Date -

Some personal qualities are mentioned below.

Tick out (✓) which are applicable to the child under consideration.

- i) Patient/Impatient
- ii) Helpful/Self-Centered
- iii) Is able to work in a team/A loner
- iv) Is able to tolerate mistakes/Is intolerant.
- v) Committed, is able to see/Tends to leave halfway through to the end.
- vi) Caring, concerned/Indifferent to others' feelings
- vii) Confident/gets nervous easily
- viii) Can communicate, express clearly/not able to communicate properly.
- ix) Responsible/Irresponsible
- x) Pleasant, likeable/blunt, rough

शिक्षण के प्रति बच्चों के दृष्टिकोण के बारे में शिक्षक की अनुमति

विद्यालय का नाम :

विद्यार्थी का नाम :

कक्षा :

अध्यापक/अध्यापिका :

का नाम

दिनांक :

नीचे दिए गए कथन बच्चों की स्कूल के प्रति प्रवृत्ति को दर्शाते हैं। आप बताइए कि ये कथन बच्चों के लिए उपयुक्त हैं कि नहीं :-

1. अपना कार्य समय पर समाप्त नहीं कर पाता/पाती है।
2. कक्षा में पाठ से संबंधित प्रश्न पूछता/पूछती है।
3. पढ़ाई के समय अपना साथ खेल के मैदान गलियारे आदि में घिसाना पसन्द करता/करती है।
4. कक्षा में सही उत्तर देने की प्रेरणा करता/करती है।
5. कक्षा के अन्य बच्चों के साथ काम करना पसन्द करता/करती है।
6. कक्षा में पढ़ाई के समय खिड़की से बाहर की ओर देखता रहता/रहती है।
7. स्कूल में साफ-सुथरा बन कर आता/आती है।
8. किताबें और कापियों के पन्ने फटे या गुम होते हैं।
9. गृह कार्य समय पर कर के लाता/लाती है।
10. स्कूल नियमित रूप से आता/आती है।
11. कक्षा के अन्य बच्चों के साथ जानबूझ कर लड़ाई करता/करती है।
12. पेंसिल रबर, किताबें या स्लेट स्कूल लाना भूल जाता/आती है।
13. कक्षा में छोटे-छोटे कार्य करने की पहल करता/करती है जैसे कि -अध्यापक-कक्ष से चाक लाना आदि।
14. कक्षा में कविता सुनाने या पाठ पढ़ने से शिक्षकता/शिक्षिणी है।
15. कक्षा में पढ़ाए जाने वाले विषयों में रुचि लेता/लेती है।
16. स्कूल से अक्सर बिनाकारण अनुपस्थित रहता/रहती है।
17. अपनी चीजें जैसे कि खाना, रबर, पेंसिल, आदि कक्षा के अन्य बच्चों के साथ बांटना पसन्द करता/करती है।

18. कक्षा में दूसरे बच्चों को परेशान करता/करती है ।
19. पढ़ाई के समय क्लास से बाहर जाने के लिए उठाने देता/देती है ।
20. अध्यापकों और माता-पिता को अपने अनुभवों का साँझीदार बनाता/बनाती है ।
21. कक्षा में अपना कार्य समय पर समाप्त करता/करती है ।

Appendix-III
SELF - APPRAISAL INVENTORY

Name of the School -
Name of the Child -
Class -
Date -

INSTRUCTIONS:

For each of the Statements below, check the place on the scale which best describes yourself. (SA=Strongly Agree, A=Agree, NS=Not Sure, D=Disagree, SD=Strongly Disagree)

- | | | |
|-----|---|--------------|
| 1. | I have the ability to listen to others. | SA A NS D SD |
| 2. | I feel comfortable sharing my feelings with others. | SA A NS D SD |
| 3. | I have some understanding of why I do the things I do. | SA A NS D SD |
| 4. | I am tolerant of others. | SA A NS D SD |
| 5. | I am curious about what others think and feel. | SA A NS D SD |
| 6. | It is easy for me to be accepting of other's behaviours. | SA A NS D SD |
| 7. | I trust most people. | SA A NS D SD |
| 8. | I have an ability to influence others. | SA A NS D SD |
| 9. | I get along well with my peers. | SA A NS D SD |
| 10. | I have a clear idea of my goals in life. | SA A NS D SD |
| 11. | I know what I value and believe to be true. | SA A NS D SD |
| 12. | I work well alone independently of others When I need to. | SA A NS D SD |
| 13. | I can keep secret. | SA A NS D SD |

- | | | |
|-----|--|--------------|
| 14. | I am able to assume responsibilities. | SA A NS D SD |
| 15. | I enjoy solving problems. | SA A NS D SD |
| 16. | I can accept criticism from others. | SA A NS D SD |
| | | |
| 17 | I care about my appearance. | SA A NS D SD |
| | | |
| 18. | I am curious about what others think
of me. | SA A NS D SD |
| | | |
| 19. | I am a leader. | SA A NS D SD |
| | | |
| 20. | I am optimistic about my future. | SA A NS T SD |
| | | |
| 21. | I relate well with adults. | SA A NS D SD |
| | | |
| 22. | I am happy with my body. | SA A NS D SD |
| | | |
| 23. | Physical fitness is important to me. | SA A NS D SD |

व्यक्तिगत सूचना

बच्चे का नाम :

बच्चे की जन्मतिथि :

बच्चे का जन्म स्थान :

क्रम सं.	सदस्यों के नाम	सम्बन्ध	आयु	शिक्षा- स्तर	व्यवसाय

मासिक आय :

धर का पता :

प्रवेश स्तर परीक्षा

कक्षा - 2

गणित

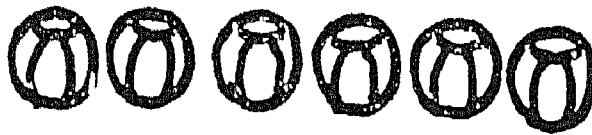
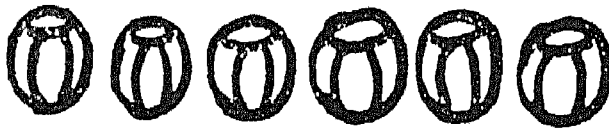
विद्यालय का नाम :
विद्यार्थी का नाम :
कक्षा :
आयु :
दिनांक :

विद्यालय पूर्व एवम् प्रारम्भिक शिक्षा विभाग
राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्
नई दिल्ली - 110 016

(1.1.1)

प्रश्न - 1

नीचे दिए गए चित्रों को गिनो

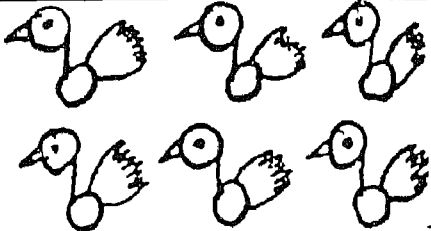


(1.1.2)
(1.1.3)

प्रश्न - 2

नीचे दिए गए चित्रों को गिनो और उन्हें सही संख्या के साथ मिलाओ -

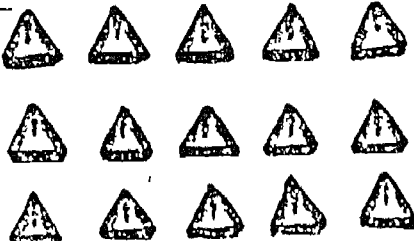
(क)

	3	6	9
--	---	---	---

(ख)

	7	15	0
--	---	----	---

(ग)

	15	13	20
---	----	----	----

(1.1.4)

(1.1.5)

प्रश्न - 3

स्थानीय मान ज्ञात करो -

उदाहरण :

$$13 = \boxed{1} \text{ दहाई} + \boxed{3} \text{ इकाई} = \boxed{10+3}$$

$$(क) \quad 19 = \boxed{} \text{ दहाई} + \boxed{} \text{ इकाई} = \boxed{}$$

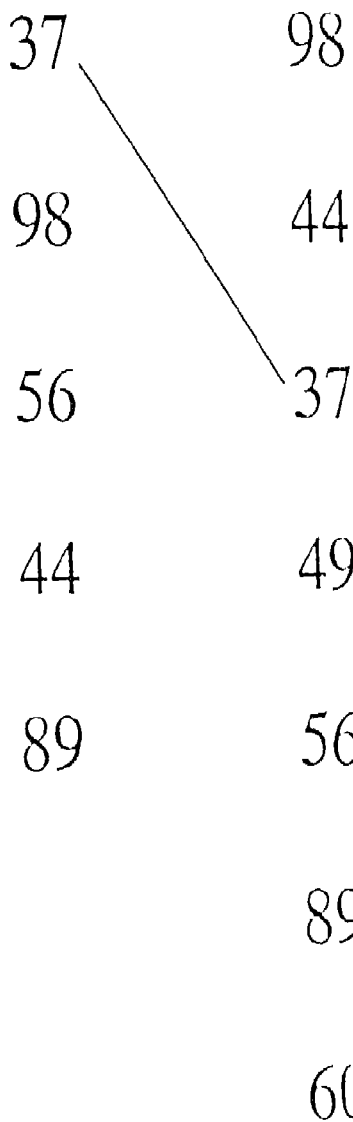
$$(ख) \quad 8 = \boxed{} \text{ दहाई} + \boxed{} \text{ इकाई} = \boxed{}$$

$$(ग) \quad 15 = \boxed{} \text{ दहाई} + \boxed{} \text{ इकाई} = \boxed{}$$

(1.1.2)

प्रश्न - 4

नीचे दी गई संख्याओं को मिलाओ —



प्रश्न - 5

नीचे दी गई संख्याओं को आरोही क्रम में लिखो —

उदाहरण : 7, 2, 9, 5
 2, 5, 7, 9

(क) 4, 2, 5, 1

(ख) 20, 15, 9, 11

(ग) 35, 88, 65, 29

प्रश्न - 6

नीचे दी गई संख्याओं को अवरोही क्रम में लिखो –

उदाहरण : 3, 6, 5, 8

8, 6, 5, 3

(क) 9, 11, 5, 8

(ख) 15, 30, 28, 14

(ग) 45, 36, 72, 68

(1.1.7)

प्रश्न - 7

निम्नलिखित क्रम को पूरा करो —

उदाहरण :

?	10	11
---	----	----

9	10	11
---	----	----

(क)

5		7
---	--	---

(ख)

	18	19
--	----	----

(ग)

	39	40	
--	----	----	--

प्रश्न - 8

नीचे दी गई संख्याओं को पढ़ो

51	45
78	87

(क) इन में सब से बड़ी संख्या कौन- सी है ?

(ख) इन में सब से छोटी संख्या कौन- सी है ?

(ग) 51 और 45 में से कौन- सी संख्या बड़ी है ?

(घ) 78 और 87 में से कौन- सी संख्या छोटी है ?

(1.1.9)

प्रश्न - 9

नीचे लिखी संख्याओं को स्वयं बोलें और शिक्षार्थी से उन्हें लिखने को कहें —

15, 28, 49, 73, 88, 96

--

(2.1.1)

प्रश्न - 10

जोड़ो —

$$\begin{array}{r} 9 \\ +6 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ +7 \\ \hline \end{array}$$

$$5 + 2 =$$

$$7 + 7 =$$

प्रश्न - 11

शिक्षार्थी से मौखिक योगफल ज्ञात करने के लिए कहें —

- (क) आप के पास 2 पेंसिलें हैं यदि आप को 2 पेंसिलें और दे दी जाए तब आप के पास कुल कितनी पेंसिलें हो जाएंगी ?

(ख) $3 + 2 =$

(ग) $4 + 5 =$

(2.1.3)

प्रश्न - 12

घटाओ —

$$\begin{array}{r} 9 \\ - 2 \\ \hline \end{array}$$

$$\begin{array}{r} 16 \\ - 4 \\ \hline \end{array}$$

$$5 - 2 =$$

$$9 - 5 =$$

प्रश्न - 13

शिक्षार्थी से मौखिक अन्तर ज्ञात करने के लिए कहें —

- (क) एक पेड़ पर 4 चिड़ियाँ बैठी हैं, अगर उनमें से 1 चिड़िया उड़ गई तो पेड़ पर कितनी चिड़ियाँ रह गई ?

(ख) $6 - 2 =$

(ग) $9 - 3 =$

(3.1.1)

प्रश्न - 14

शिक्षार्थी को 25 और 50 पैसे के सिक्के, 1, 5 और 10 रूपए के नोट दिखाएँ और उन्हें पहचानने के लिए कहें !

(3.1.5)

प्रश्न - 15

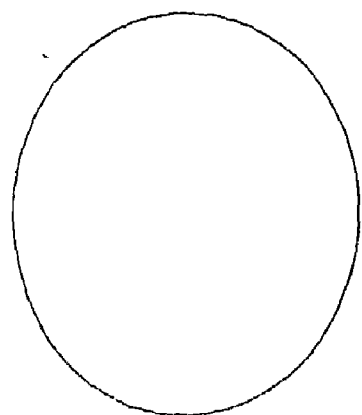
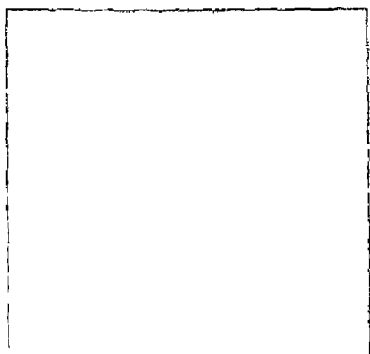
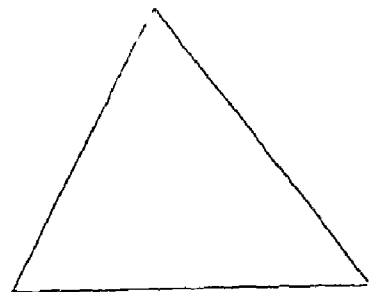
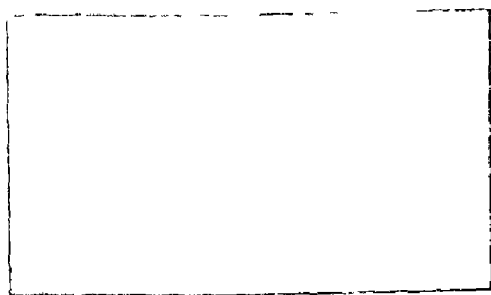
नीचे दिए गए प्रश्नों के उत्तर दें –

(क) एक हफ्ते में कितने दिन होते हैं ?

(ख) वारों के नाम बताओ !

प्रश्न - 16

आकार पहचानो -



(5.1.2)

प्रश्न - 17

शिक्षार्थी से वृत्त, त्रिकोण, आयत और वर्ग बनाने के लिए
कहे -

प्रश्न - 18

शिक्षार्थी से निम्नलिखित वस्तुओं के आकार पहचानने
और उनका वर्गीकरण करने के लिए कहें –

- (क) श्यामपट
- (ख) तरबूती
- (ग) स्लेट
- (घ) किताब
- (ङ) गेंद
- (च) सिक्के

विश्लेषण

न्यूनतम अधिगम स्तर	प्रश्न संख्या	(✓)	(x)	विवरण
111	1			
112	2, 4			
113	2 (ख)			
1.1.4	3			
115	3			
11.6	5, 6			
1.1.7	7			
118	8			
119	9			
211	10			
212	11			
2.13	12			
214	13			
2.15	11, 12, 13			
21.6	11, 12, 13			
217	10, 11, 12, 13			
311	14			
315	15			
511	16			
51.2	17			
513	18			

प्रवेश स्तर परीक्षा

कक्षा - 2

हिन्दी

विद्यालय का नाम :

विद्यार्थी का नाम :

कक्षा :

आयु :

दिनांक :

विद्यालय पूर्व एवम् प्रारम्भिक शिक्षा विभाग
राष्ट्रीय शैक्षिक अनुरांधान और प्रशिक्षण परिषद्
नई दिल्ली - 110 016

भाभी भाई, रेल रेल,
 चलती है अब अपनी रेल।
 हम टिकट तो दाक दाक करते,
 हम डिब्बे तो छक छक करते।
 सीनी देनी चलती रेल,
 रुमा बंठिया है यम रेल।
 दिल्ली आने वाले आएँ,
 तब तक देर में हम पहुँचाएँ।
 चाहे तो हम इसी रेल में
 झटपट कलकत्ता हो जाएँ।
 टिकट- टिकट का काम नहीं है,
 लगता कुछ भी दाम नहीं है,
 स्टेशन आया रुक गई रेल,
 हुआ खला अब अपना खेल।

ऊपर लिखी हुई कविता स्वयं सुनाएँ और शिषार्थी से निम्नलिखित प्रश्न पूछें -

- (क) यह कविता क्या आपने पढ़ी भी कभी सुनी है ? हाँ/नहीं (2.1.3)
- (ख) यदि हाँ तो कहाँ सुनी है ? (1.1.2)
- (ग) यह कविता तुम्हें किसने सुनाई थी ? (1.1.2)
- (घ) आप को क्या यह कविता याद है ? हाँ/नहीं (1.1.3)
- यदि हाँ तो आप इस कविता को सुनाएँ। (2.1.3)

यदि नहीं, तो कोई भी कविता जो आप को याद है उसे सुनाएँ।

- 2. नीचे लिखे वाक्य एक-एक कर स्वयं बोले और शिषार्थी को दोहराने के लिए कहे :- (2.1.1)

- (क) सावन का महीना था।
- (ख) सुषमा वहाँ बेटी है।
- (ग) देखो भालू वाला आया है।
- (घ) गाव हरी हरी घास खाती है।
- (ङ) कमला ने गुड़िया को लाल माना पहनाई।

3. (अ) नीचे लिखे अक्षर पहचानो :-

(3.1.1.)

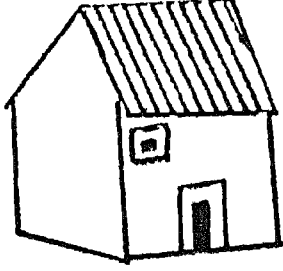
अ, श, म, ल, ढ

(ब) नीचे लिखे शब्द पहचानो -

(3.1.2)

(3.1.3)

(क)



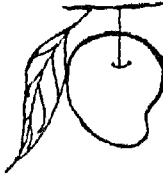
बस

घर

नल

हल

(ख)



सेब

केला

माला

आम

(ग)



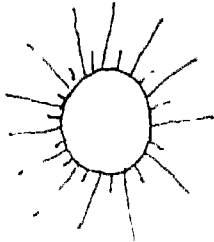
नाक

नाव

आँख

कान

(घ)



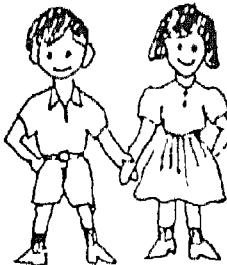
सूरत

सूचक

सूजन

सूरज

(ङ)



बच्चे

सच्चे

कच्चे

अच्छे

(4) नीचे लिखे अक्षरों को लिखो :- (4.1.1.)

अ	क
उ	त
छ	न्ह

(5) नीचे लिखे शब्दों और वाक्यों का श्रुतलेखन कराएँ :- (4.1.2)

(क) ताला, जेब, बयारी (4.1.3)

(ख) घास का रंग हरा है।

(ग) बन्दर ने ढोलक बजाया।

(6) बन्दर और टोपीवाला की कहानी शिक्षार्थी को सुनाएँ और निम्नलिखित प्रश्न पूछें :- (5.1.1)

(क) टोपीवाले की टोपियाँ कौन उठाकर ले गया ? (5.1.2)

(ख) टोपीवाले ने अपनी टोपियाँ कहाँ रखी थी ?

(ग) बन्दर टोपियाँ कब उठाकर ले गए ?

(7) नीचे लिखे शब्दों में समानता बताएँ :- (6.1.1.)

उदाहरण. काला माला

इन दोनों शब्दों में यह समानता है कि दोनों शब्द 'ला' पर समाप्त होते हैं।

(क) जल नल

(ख) घड़ी खड़ी

(ग) राजा बाजा

(घ) रस्सी लस्सी

(ङ) सहेली पहेली

(8) शिक्षार्थी से नीचे लिखे प्रश्न पूछें :- (8.1.1.)

(क) आपके घर जब अतिथि आते हैं तो आप उन्हें क्या कहते हैं ?

(ग) किसी व्यक्ति से कोई वस्तु लेने के बाद आप उसे क्या कहते हैं ?

विश्लेषण

न्यूनतम अधिगम स्तर	प्रश्न संख्या	(✓)	(x)	विवरण
111	1			
112	1 (घ) (ग)			
113	1 (घ)			
211	2			
212	1 (घ)			
213	1 (क)			
311	3 (अ)			
312	3 (ब)			
313	3 (ब)			
412	4			
412	5			
413	5			
511	6			
512	6			
611	7			
811	8			

प्रवेश स्तर परीक्षा

कक्षा - 2

पर्यावरण अध्ययन

विद्यालय का नाम :

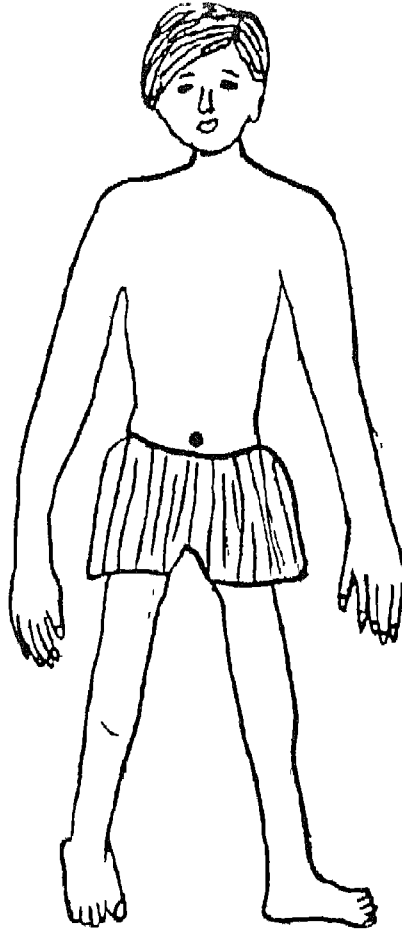
विद्यार्थी का नाम :

कक्षा :

आयु :

दिनांक :

विद्यालय पूर्व एवम् प्रारम्भिक शिक्षा विभाग
राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्
नई दिल्ली - 110 016



प्रश्न स.

1. (अ) शरीर के विभिन्न अंगों के नाम बताओ। (1.1.1)
 - (ब) शरीर को साफ रखना क्यों जरूरी है? (1.1.2)
 2. (अ) सर्दी के मौसम में किस तरह के कपड़े पहने जाते हैं? (1.1.3)
 - (ब) गर्मी से बचने के लिए किन-किन चीजों का प्रयोग किया जाता है?
 3. आप दिन में कब-कब हाथ धोते हैं? (1.1.4)
 4. क्या आप जानते हैं कि पशु-पक्षी अपना शरीर कैसे साफ रखते हैं? (1.1.5)
- यदि हाँ तो बताएं वह अपना शरीर कैसे साफ रखते हैं?

5. (अ) आपके घर मे कौन- कौन रहता है ? (2.1.1)
- (ब) आपके पड़ोस मे कौन रहता है ?
6. (अ) आपके घर कोई मेहमान/पड़ोसी आता है तो आप उन्हे क्या कहते हैं ? (2.1.2)
- (ब) आप अपनी बड़ी बहन/भाई को क्या कहकर पुकारते है ?
7. (अ) आपके घर मे लोग क्या- क्या काम करते हैं ? (3.1.1)
- (1) दादा जी -
- (2) दादी जी -
- (3) माता जी -
- (4) पिता जी -
- (5) बहन -
- (6) भाई -
- (7) कोई अन्य -
- (ब) आपके माता- पिता क्या काम करते है ? (3.1.2)
- (स) आपको मालूम है कि आपके मित्रों के माता- पिता क्या काम करते है ? (3.1.3)
8. (अ) आपका घर कहाँ पर है ? (4.1.1.)
- (ब) आपके घर के आस- पास क्या- क्या है ?
9. (अ) किन्ही दो जानवरों के नाम बताओ । (4.1.2.)
- (ब) किन्हीं दो पक्षियों के नाम बताओ ।
- (स) किन्ही दो कीड़ों के नाम बताओ ।
10. (अ) आपका घर क्या स्कूल के पास है ? (4.1.3.)
- (ब) आप स्कूल कैसे आते है ?
11. (अ) किन्ही दो त्यौहारों के नाम बताओ । (5)
- (ब) हम दशहरा/दिवाली क्यों मनाते है ?

विश्लेषण

न्यूनतम अधिगम स्तर	प्रश्न सख्या	(✓)	(x)	विवरण
111	1 (अ)			
112	1 (इ)			
113	2 (अ) (ब)			
114	3			
115	4			
211	5 (अ) (ब)			
212	6 (अ)(ब)			
311	7 (अ)			
312	7 (ब)			
313	7 (म)			
411	8 (अ)(ब)			
412	9 अ, ब, स			
413	10 अ, ब			
511	11 अ, ब			

Appendix V

Evaluation Schedule For Parents (Older Children)

Name of the Child -
Name of the Father/
Mother -
School -
Date -

Q.1 Did your Child talk about teaching the
younger ones ? Yes/No

Q.2 Do you think this helped your child in
any way ? Yes/No

If yes, in what way ?

Q.3 Do you think this has interfered with your
child's studies ? Yes/No

Q.4 Would you like it if your child continues
to teach the younger children ? Yes/No

Appendix - VI

Evaluation Schedule For Parents (Younger Children)

Name of the Child :

Father's/Mother's
Name :

School :

- Q.1 Did your child talk to you about older bhaiya/didi
coming to teach them in school ? Yes/No
- Q.2 Do you think this has helped your child in
his studies ? Yes/No
- Q.3 Does your child show more interest in
going to school ? Yes/No
- Q.4 Would you like if this kind of teaching
continues in school ? Yes/No

Appendix - VII

Evaluation Schedule for Tutors (Older Children)

Name of the Child -
Name of the School -
Class -
Date -

Q.1 What was the best thing you like about teaching the younger ones ?

Q.2 What is it that you did not like about the project ?

Q.3 How do you think this project can be made more enjoyable and useful ?

Q.4 Did you discuss about the project with your parents ?

Yes/No

Q.5 Put a tick (✓) against the alternative which explains your feeling best :

Very Much Some What Not Sure Not all

- I. I enjoyed working in the project
- II I am able to understand young children better now
- III It helped me to make use of my knowledge.
- IV I feel more confident after being a 'teacher'
- V Teaching the younger ones gave me a sense of satisfaction.
- VI I am able to understand my teachers better now.
- VII I think I did something useful.
- VIII It interfered with my studies
- IX My parents liked my work.

Appendix - VIII

Evaluation Schedule For Younger Children

Name of the Child :

Name of the School :

Class :

Date :

Q.1 Did you like being taught by bhaiya/didi ? Yes/No

Q.2 , If yes, why did you like being taught by bhaiya/didi ?

Q.3 If no, why did you not like being taught by bhaiya/didi ?

Appendix - IX

Evaluation Schedule For Class Teachers (Older Children)

Name of the Teacher :

Name of the School :

Class :

Date :

- Q.1 Do you feel that involvement of the Children in this project helped them ? Yes/No
- Q.2 Did they show increased self - concept ? Yes/No
- Q.3 Did they show improved communication/self expression ? Yes/No
- Q.4 Do you think children have developed better relations with teachers ? Yes/No
- Q.5 Do you feel that the children have become more responsible after participating in this project ? Yes/No
- Q.6 Did it interfere with their studies ? Yes/No

Appendix - X

Evaluation Schedule For Class Teacher (Younger Children)

Name of the Teacher :

Name of the School :

Class :

Date :

- Q.1 Do you feel that involvement of the children in this project helped them ? Yes/No
- Q.2 Did you find any improvement in the understanding of basic concepts of children ? Yes/No
- Q.3 Did children show interest in studies ? Yes/No
- Q.4 Are copies and books of the children better maintained ? Yes/No
- Q.5 Did you find any improvement in personal cleanliness of the children Yes/No
- Q.6 Do children come to school regularly now ? Yes/No
- Q.7 Did you find any improvement in the behaviour of the children towards their classmates ? Yes/No.

Appendix - XI

Evaluation Schedule For School - Co-ordinators

Name of the Co-ordinator -

Name of the School -

Date -

Q.1 Do you feel this project has benefitted the children ?

Yes/No

If yes, how ?

If No, Why ?

Q.2 Do you have any suggestions for improvement of the project regarding :

(i) Preparation of the Children for teaching.

(ii) Time spent by the children on lessons/sessions.

(iii) Frequency of visits.

(iv) Motivating children by assigning marks.

(v) Cultural programmes/sports meet for younger children.

(vi) Review meetings.

(vii) Any other, specify.

Appendix - XI

Evaluation Schedule For Principals

Name of the Principal -
Name of the School -
Date -

Q.1 What do you feel regarding this project ?

Q.2 What steps did you take to ensure that the project
runs more smoothly in your school ?

Q.3 What suggestions would you give to extend this project
on a large scale ?

Appendix - VIII

Evaluation Schedule For Head Mistresses

Name of the Head Mistress -

Name of the School -

Date -

Q.1 What do you feel regarding this project ?

Q.2 What steps did you take to ensure that the project runs more smoothly in your school ?

Q.3 What suggestions would you give to extend this project on a large scale ?